

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

ISD Name: Macomb ISD

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

Data

Below are the 1% Participation Rates for Macomb ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	61245	1192	1.9
Mathematics	61297	1180	1.9
Science	26468	517	2
Social Studies	26213	289	1.1

Data	Total
Number of member districts/PSAs including the ISD	37
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)	24

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
03/15/2024	General overview to all districts regarding the requirements and considerations specific to the 1% CAP for the Alternate Assessment participation.

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
Center Line Public Schools	03/22/2024	Feedback and data review of the students identified for alternate assessment.
Michigan Collegiate	03/22/2024	Feedback and data review of the students identified for alternate assessment
Eastpointe Community Schools	03/22/2024	Feedback and data review of the students identified for the alternate assessment
Mount Clemens Community School District	03/22/2024	Feedback and data review of the students identified for alternate assessment
Roseville Community Schools	03/22/2024	Feedback and data review of the students identified for the alternate assessment
Lake Shore Public Schools (Macomb)	03/22/2024	Feedback and data review of the students identified for the alternate assessment
Van Dyke Public Schools	03/22/2024	Feedback and data review of the students identified for the alternate assessment
Warren Woods Public Schools	03/22/2024	Feedback and data review of the students identified for the alternate assessment

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 previous feedback and resources from the department have been extremely helpful as it relates to looking at the student level and the decisions that were made accordingly. The ISD will utilize the resources that have already been provided by MDE-OSE as it relates to the alternate assessment decision process as well as specific student data regarding performance on the alternate assessment. Students that have been taking the alternate assessment and surpassing areas will be considered for the regular state assessment.

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: **Macomb ISD**

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

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

Data

Below are the 1% Participation Rates for Macomb ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	449	332	73.9
Mathematics	446	329	73.8
Science	195	147	75.4
Social Studies	57	9	15.8

☒ 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

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).	449
Total Number of students tested with MI-Access in grades 3-8 and 11.	332
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).	449
Adjusted Total	0
Adjusted Participation Number	0
Adjusted Rate	0%

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)	68%%

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	500
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	367
Projected Participation Rate for 2024	73.4%

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
Classroom Teachers	Programs provided guidance materials and training to staff regarding the decisions specific to assigning the alternate assessment to students.	09/05/2023	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: Academy of Warren

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 Academy of Warren:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	494	3	0.6
Mathematics	494	3	0.6
Science	161	3	1.9
Social Studies	161	3	1.9

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

Contributing Factors

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

☒ Yes ☐ No

Select the option that applies:

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

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

☐ Yes ☒ No

Please describe other justification:

There were three student that were administered the Mi-Access. Students were reevaluated during this testing year and was determined eligible under MI-CO. Students previous data determined that their functioning level deemed necessary for Mi-Access testing versus the Mi-Step.

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	511
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	2
Projected Participation Rate for 2024	0.4%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☐ Yes ☒ No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 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 staff	Working with special education department and students	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: Anchor Bay School District

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

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

Data

Below are the 1% Participation Rates for Anchor Bay School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	2745	31	1.1
Mathematics	2721	31	1.1
Science	1205	13	1.1
Social Studies	1205	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:

Careful review of all IEP students in 2022-2023 who participated in Alt. Assessments (MI-Access) revealed that each present with significant intellectual and adaptive impairments, received specialized instruction and adaptive curriculums, and were designated for a Certificate of Completion path (i.e., non-diploma track). In other words, these students present with severe cognitive disabilities and/or pervasive developmental disorders which impede their ability to meaningfully participate in, or demonstrating learning through, the state assessment. The IEP team paperwork for each student designated MI-Access as the most appropriate assessment given student abilities, deficits, needs, and transition vision.

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)	0.9%%

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	2790
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	29
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
District Special Education Staff (veteran staff)	IEP Compliance and Guidance (updates) - including alt. assessment determination	08/29/2023	Completed
District Special Education Staff (new staff only)	IEP Compliance and Guidance for new staff - including alt. assessment determination	08/30/2023	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	<p>IEP teams will conduct comprehensive reviews of student present level data to make informed decisions on appropriate state assessments. These decisions will not be influenced by student socio-economic status. In fact, per district protocol, alternate assessment participation will depend upon a) student's disability is severe enough to negatively impact multiple life domains, b) student has significant cognitive disability which also impacts adaptive functioning, c) student's primary instruction is based on alternate content standards, and d) due to the severity of the impairment, the student cannot meaningfully participate in, or show learning using, the general state assessment.</p> <p>These are the eligibility factors which must be met in order for a student to be deemed appropriate for alternative assessment. These eligibility factors are also incorporated into a 2-page support document titled, "Should My Student Take the Alternate Assessment?" which shows a comprehensive story map to make decisions regarding alternate assessment participation. These guidance documents are provided to special education staff during professional development meetings and reinforced by administration.</p>
Math	<p>IEP teams will conduct comprehensive reviews of student present level data to make informed decisions on appropriate state assessments. These decisions will not be influenced by student socio-economic status. In fact, per district protocol, alternate assessment participation will depend upon a) student's disability is severe enough to negatively impact multiple life domains, b) student has significant cognitive disability which also impacts adaptive functioning, c) student's primary instruction is based on alternate content standards, and d) due to the severity of the impairment, the student cannot meaningfully participate in, or show learning using, the general state assessment.</p> <p>These are the eligibility factors which must be met in order for a student to be deemed appropriate for alternative assessment. These eligibility factors are also incorporated into a 2-page support document titled, "Should My Student Take the Alternate Assessment?" which shows a comprehensive story map to make decisions regarding alternate assessment participation. These guidance documents are provided to special education staff during professional development meetings and reinforced by administration.</p>

Resources and Technical Assistance

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

☐ Yes ☒ No

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Armada 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 Armada Area Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	886	12	1.4
Mathematics	886	12	1.4
Science	396	5	1.3
Social Studies	396	5	1.3

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Please describe other justification:

The Sp. Ed. staff felt that students had to take either MI-Access or M-Step and didn't realize that students could take one subject matter test in one test and another in the other test. Based on projections for next year, we should be under the 1% cap and the staff do not feel this will continue to be an issue.

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	897
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	6
Projected Participation Rate for 2024	0.7%

Local Plan

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

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

☒ Yes ☐ No

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

☐ Yes ☒ No

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

☒ Yes ☐ No

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

☐ Yes ☒ No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 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 sp. ed. staff	Sp. Ed. PLC meeting--decision-making guidance, Should my student take the alternative assessment document;	10/13/2023	Completed
Res. teachers	The director provided mi-access scores to all caseload teachers from spring 2023 testing and discussed student progress.	11/17/2023	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: Center Line Preparatory 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 Center Line Preparatory Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	349	4	1.1
Mathematics	350	4	1.1
Science	151	3	2
Social Studies	149	3	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:

Several students from restrictive placements for whom previous IEP teams have determined alternate state assessment as appropriate have enrolled.

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	403
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	4
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
SpEd teachers & Dean	Decision making around alt curriculum/alt assessment - reviewed MDE policy and flowchart	06/01/2023	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

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: Center Line Public Schools

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

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

Data

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

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1282	25	2
Mathematics	1284	25	1.9
Science	539	14	2.6
Social Studies	534	11	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

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 approximately 2700 students and on average approximately 1200 students were assessed using state assessment last year. Our numbers for students having or regarded to have significant cognitive deficits has increased considerably over the last five years, leading us to open a third elementary classroom for students with or regarded to have significant cognitive impairments. In addition, the numbers of students having Autism and cognitive impairments has increased. In previous years we participated with another district for our high school students programming for students with cognitive impairments, however due to the increasing numbers of students requiring such programming, the districts needed to open our own program so our numbers over the last five years have increased in addition due to the added high school program that was created for student with or regarded to have significant cognitive impairment. Our primary goal is always general education environment first, however, due to the nature and severity of the impairments presented, students aren't always able to fully participate in the general education curriculum even with additional adult support and require an alternative, structured setting that can deliver intense, individualized instruction in a smaller group setting with embedded supports for learning, communication, and independent living.

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	1313
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	21
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
Teachers for students with cognitive impairments	1. Teachers will have training via Virtual training provided by the MDE and our own local PD addressing instruction and assessment for students having significant cognitive disabilities.	02/09/2024	Planned
Teachers are provided information from MDE to share at IEP's in the decision making for selecting assessments.	Teacher are provided the updated information from MDE and directed to use the flowchart provided during IEP's to discuss assessment selection with the parent.	12/15/2023	Planned
Teachers provide feedback in regards to rationale for why a specific assessment was selected.	The district provides an "Alternate Assessment Rationale Form" that teachers are to complete following IEP's and submit to the SE office. These rationale forms are reviewed and kept on file to support the fidelity of the IEP decision.	12/15/2023	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.

It would be helpful to have updated information provided that can be shared with the teaching and support staff. Information such as virtual tutorials, information sheets, etc. to support the current process or any needs for revisions at the district level of practice.

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: Chippewa Valley Schools

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

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

Data

Below are the 1% Participation Rates for Chippewa Valley Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	7701	104	1.4
Mathematics	7711	102	1.3
Science	3552	43	1.2
Social Studies	3542	43	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:

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)	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	7687
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	123
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 Services Administration	Special Services Administration reviewed the guidance on alternate assessments	01/09/2023	Completed
SE Staff and Building Administrators	Sent an email of the flowchart and online training provided by MDE to determine if a student should take the M- STEP or MI- Access.	01/18/2023	Completed
SE Teacher	SE Teacher email SE administrator about whether a student should take M-STEP vs. MI-Access. SE administrator walked through the flowcharts and sent the teacher guidance provided by MDE.	11/23/2023	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.

☒ African American

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

Resources and Technical Assistance

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

☐ Yes ☒ No

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: **Clintondale Community Schools**

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

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

Data

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

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	832	8	1
Mathematics	833	8	1
Science	372	6	1.6
Social Studies	371	6	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:

In addition to the Cross-Categorical elementary program currently in place, the District also opened a Cross Categorical middle school 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)	1.3%%

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	943
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	5
Projected Participation Rate for 2024	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
District special education staff	Clintondale staff have access to OSE materials regarding alternate assessment materials .	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

Please detail the need for additional resources and technical assistance.

- *Monthly Professional Development for Instructional Coaches*
- *Data on our assessments, (NWEA & State Assessments)*
- *Assistance with curriculum and instruction in core subjects, i.e., (Math, Soc. St. Sci. ELA)*

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: Eastpointe Community Schools

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

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

Data

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

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1065	12	1.1
Mathematics	1064	12	1.1
Science	447	11	2.5
Social Studies	446	11	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

Please describe other justification:

We have 20% of our students in special education in Eastpointe. Many of those students have high needs and require an alternate curriculum.

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	1080
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	10
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
teachers of self contained classrooms	Information was provided to staff members during PLC time in their individual buildings beginning in January of last year. The dates vary based on building as do the "presenter." Sometimes it was done by the director and sometimes by the psychologist or TC.	01/11/2023	Completed
Tracker sheet was used for all students whose IEP indicated they needed alternate assessment	Teachers had to utilize a justification form at the IEP to assist in making decisions and then record that on the tracker	01/11/2023	Completed

Resources and Technical Assistance

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

☐ Yes ☒ No

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Fraser 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 Fraser Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	2445	25	1
Mathematics	2444	25	1
Science	1050	15	1.4
Social Studies	1047	12	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

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).	2445
Total Number of students tested with MI-Access in grades 3-8 and 11.	25
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).	30
Adjusted Total	2415
Adjusted Participation Number	0
Adjusted Rate	0%

Please describe other justification:

Fraser houses the Severe Language Impaired program for the Macomb Intermediate School District. During the 22-23 school year, this program served 30 students, 29 of those students are not Fraser Public Schools resident 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	2391
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	31
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
SE Department/All Staff	District, Local, and State Assessment and Alternative Assessment selection	02/28/2023	Completed
High School (9-12) SE Department Staff	DPPD: LRE, Measurable Annual Goals, Instruction and Assessment Selection	05/05/2023	Completed
pK-8 SE Department Staff	DPPD: LRE, Measurable Annual Goals, Instruction and Assessment Selection	05/11/2023	Completed
SE Department/All Staff	DPPD: PLAAFP, Assessment & Instruction, MAG, SAS and LRE	08/24/2023	Completed
New pK & Elementary SE Staff	IEP Development, SAS, District, Local, and State Assessment and Alternative Assessment selection	11/03/2023	Completed
New Secondary SE Teachers	IEP Development, SAS, District, Local, and State Assessment and Alternative Assessment selection	12/11/2023	Planned
SE Department/All Staff	District, Local, and State Assessment and Alternative Assessment selection, including use of the MDE Alternative Assessment Flowchart	12/14/2023	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.

Any scenarios staff can review/work through, or additional resources / TA you can provide our teams as it relates would be helpful.

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: L'Anse Creuse Public Schools

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

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

Data

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

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	4878	67	1.4
Mathematics	4878	67	1.4
Science	2119	30	1.4
Social Studies	2108	20	0.9

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Please describe other justification:

85% of students who took the MI ACCESS Alternate Assessment receive instruction based on the Common Core Essential Elements in a district Self-Contained Cognitively Impaired Program.

49% of students who took the MI ACCESS Alternate Assessment have a primary eligibility of Cognitive Impairment.

32% of students who took the MI ACCESS Alternate Assessment have a primary eligibility of Autism Spectrum Disorder.

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

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)	1.3%%

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	5056
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	55
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 Caseload Providers, Speech Pathologists, School Social Workers and Special Education Teacher Consultants	Professional development occurs both formally and informally on an ongoing basis throughout the school year. Topics include: high school diploma vs. certificate of completion, alternate assessment test types, instructional implications, and etcetera. IEP teams review student assessment data including progress monitoring data to make decisions regarding assessment types. IEP teams utilize MDE guidance documents when making such decisions.	08/30/2023	Completed
Building Administrators, Curriculum Directors	Review MDE Guidance Documents re: Alternate Assessments.	08/30/2023	Completed
Special Education Caseload Providers, Speech Pathologists, School Social Workers and Special Education Teacher Consultants	Continued formal and informal professional development and staff updates to MDE Guidance Documents re: Alternate Assessments and use of the provided flowchart as an IEP team when making assessment designations.	03/11/2024	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.

☒ African American

Subject	Plan
Math	District Special Education Learning Consultant and caseload provider will review results of MI-Access assessment to identify areas of strength and weakness. Areas of difficulty will be utilized to drive targeted, standards-based 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: Lake Shore Public Schools (Macomb)

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

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

Data

Below are the 1% Participation Rates for Lake Shore Public Schools (Macomb):

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1611	44	2.7
Mathematics	1609	43	2.7
Science	709	18	2.5
Social Studies	703	12	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

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).	1611
Total Number of students tested with MI-Access in grades 3-8 and 11.	44
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).	18
Adjusted Total	1593
Adjusted Participation Number	26
Adjusted Rate	1.6%

Please describe other justification:

Total number of students taking spring statewide assessments was 1611.

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	1679
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	44
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
TCs and CI staff	Training during PLC time.	01/18/2023	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.

☒ **African American**

Subject	Plan
English Language Arts	Data dig planned for December 6, 2023. Review student scores from previous testing cycles and discuss implications of the data. Review alignment between assessments chosen and the content expectations that drive the student's current instructional experience. Discuss process for student who is scoring "Exceeds Standard" with IEP teams.
Math	Data dig planned for December 6, 2023. Review student scores from previous testing cycles and discuss implications of the data. Review alignment between assessments chosen and the content expectations that drive the student's current instructional experience. Discuss process for student who is scoring "Exceeds Standard" with IEP teams.

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: Macomb Montessori Academy

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

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

Data

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

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	94	2	2.1
Mathematics	94	2	2.1
Science	22	0	0
Social Studies	22	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:

With such a small student population, having only 2 students taking alternate assessments puts us over the 1%.

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	89
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	1
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 Team and Administration	Team discussion on the 1% Justification process, continued support and conversation will be coming and provided by the management company Choice Schools Associates. We will have discussion around the interactive decision making tool put out by MDE to use as a support in the process of determination. This will take place prior to the end of the 23-24 school year.	05/31/2024	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

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: Merritt 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 Merritt Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	282	2	0.7
Mathematics	282	2	0.7
Science	115	2	1.7
Social Studies	114	1	0.9

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

Contributing Factors

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

☒ Yes ☐ No

Select the option that applies:

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

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

☐ Yes ☒ No

Please describe other justification:

We have a small school, with a lower count of total testers (282 total last year, and just 115 in Science). Just 2 students took the alternative test in Science, which put us over the 1%.

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	292
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	3
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
Resource Program	Elementary state testing guidance (including Mi-Access), through in-person communication and personal communication.	01/17/2023	Completed
Resource Program and Testing Coordinator	Middle School state testing guidance- 8th grade Mi-Access and PSAT, through in-person communication and personal communication.	03/15/2023	Completed
Resource Program and Testing Coordinator	Elementary Mi-Access- Supportive Independence Social Studies, through in-person communication and personal communication.	05/23/2023	Completed
Resource Program and Testing Coordinator	Spring state testing- Guidance for Mi-Access and M-Step (All levels), through in-person communication and personal communication.	12/20/2023	Planned

Resources and Technical Assistance

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

☐ Yes ☒ No

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Michigan Collegiate

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

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

Data

Below are the 1% Participation Rates for Michigan Collegiate:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	364	4	1.1
Mathematics	362	4	1.1
Science	188	2	1.1
Social Studies	188	2	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

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:

Michigan Collegiate did not operate a center-based program or regional collaborative for students. Our district supports full inclusion special education services under the designation of resource room programming for all student with an IEP. Instructional support services are provided as a resource room class or pull-out learning center support.

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)	0.4%%

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	382
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
Teaching Staff	Lesson Planning & Standard Alignment	08/31/2023	Completed
Teaching Staff	ELA & Math Planning	08/31/2023	Completed
Teaching Staff	Grade -Level Exploration & Planning HMH	09/01/2023	Completed
Teaching Staff	HMH Into Reading 2 hours	08/30/2023	Completed
Teaching Staff	HMH Into Math 2 hours	08/31/2022	Completed
Teaching Staff	HMH Math & Science Training 2 hours	08/31/2023	Completed
Teaching Staff	School Improvement PLCS-Continuous Data Monitoring	10/14/2023	Completed
Teaching Staff	School Improvement PLCS-Continuous Data Monitoring	11/23/2023	Completed
Teaching Staff	School Improvement PLCS-Continuous Data Monitoring	12/05/2023	Completed
Teaching Staff	School Improvement PLCS-Continuous Data Monitoring	01/09/2024	Planned
Teaching Staff	School Improvement PLCS-Continuous Data Monitoring	02/06/2024	Planned
Teaching Staff	School Improvement PLCS-Continuous Data Monitoring	03/10/2024	Planned
Teaching Staff	School Improvement PLCS-Continuous Data Monitoring	04/17/2024	Planned
Teaching Staff	School Improvement PLCS-Continuous Data Monitoring	05/08/2024	Planned
Teaching Staff	School Improvement PLCS-Continuous Data Monitoring	06/05/2024	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: Mount Clemens Community School District

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

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

Data

Below are the 1% Participation Rates for Mount Clemens Community School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	336	11	3.3
Mathematics	336	9	2.7
Science	149	4	2.7
Social Studies	149	4	2.7

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

Contributing Factors

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

☒ Yes ☐ No

Select the option that applies:

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

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

☐ Yes ☒ No

Please describe other justification:

Out of the grade level required to test, the district has a high proportionate of students identified via the IEP evaluation process as being cognitively impaired or autistic. In the prior academic year, our district ran 4 CI classrooms and per the MDE guidelines regarding students in the essential elements curriculum the appropriate state assessment for those students is 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)	5.7%%

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	412
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	19
Projected Participation Rate for 2024	4.6%

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
SE Staff	Clear and Complaint IEP's Evaluations and Progress Monitoring	08/28/2023	Completed
SE Staff	IEP Compliance Transition	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: New Haven Community Schools

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

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

Data

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

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	677	10	1.5
Mathematics	678	10	1.5
Science	273	3	1.1
Social Studies	273	3	1.1

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Please describe other justification:

The district utilizes the decision making tree regarding alternative assessments at each IEP meeting. The district annually reviews the testing results from MI Access in order to provide a rich discussion at upcoming IEP meetings. The district has a total number of assessed students at 678 for the 22-23 school year. Alternative assessment percentage for the district was 1.5% for math & ELA while Science and social studies was at a 1.1%. Fluctuating enrollment will have an impact on the assessment rates along with enrollment of students who were already scheduled to take the alternative assessment in a previous district.

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)	1.5%%

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	637
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	4
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 providers	Review decision making tree from MDE along with review of spring 2023 MI Access results with caseload providers	12/06/2023	Planned
Special Education providers	Reviewed data from results of 2022 & 2021 MI Access results	02/17/2023	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: Prevail Academy

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

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

Data

Below are the 1% Participation Rates for Prevail Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	331	7	2.1
Mathematics	329	7	2.1
Science	95	3	3.2
Social Studies	94	3	3.2

☒ 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:

Prevail offers Resource Teacher supports and services. Prevail 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)	1.1%%

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	345
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	4
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
SE Staff	Should My Student Take the MI ACCESS MDE Resource	09/15/2023	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

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: Reach Charter 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 Reach Charter Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	349	3	0.9
Mathematics	348	3	0.9
Science	93	2	2.2
Social Studies	94	2	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:

The district does not have 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	376
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
Specieal Education teachers	Modified Curriculum/MI-Access, High-quality instruction	10/04/2023	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: Romeo Community Schools

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

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

Data

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

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	2664	30	1.1
Mathematics	2663	30	1.1
Science	1184	14	1.2
Social Studies	1186	13	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:

Romeo Community Schools has made significant improvements with training and professional development on our rate of alternate assessments. We analyzed our data and trained on the decision making tool provided by the MDE. We have reduced over the years our rate of alternate assessments from 1.7-1.9 in 2019 to 1.1-1.2 in 2023. This continues to be a work in progress, but all of our staff is informed of the guidelines and decision making tool. Each student's assessment determination is individualized and the IEP team uses the the MDE provided decision making tool to guide their determinations.

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	2606
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	27
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
Administrators	Refresher Training on Alternate Assessments - ALT Meeting	12/07/2023	Planned
Teachers and Service Providers	Refresher and Update on Alternate Assessments and the Decision Making Tool	12/06/2023	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: Roseville Community Schools

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

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

Data

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

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	2191	33	1.5
Mathematics	2195	34	1.5
Science	893	15	1.7
Social Studies	892	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:

We house the center program for students who are Deaf, many of the students are being instructed with the Essential Elements due to deprivation of language.

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	2201
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	38
Projected Participation Rate for 2024	1.7%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☐ Yes ☒ No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 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
Self Contained Teachers (CI/DHH)	professional development to new and existing staff regarding the definition of "Students with the Most Significant Cognitive Disabilities" process to review and record decisions made by IEP Teams regarding assessment selection using 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	02/07/2024	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: Van Dyke Public Schools

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

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

Data

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

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1029	48	4.7
Mathematics	1032	48	4.7
Science	415	20	4.8
Social Studies	409	16	3.9

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Please describe other justification:

Our district currently has 9 categorical classrooms that service students with ASD, and Cognitive Impairments. These students are instructed under the essential elements standards. Many students are nonverbal, and many are in their first year of school due to the pandemic.

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	1092
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	46
Projected Participation Rate for 2024	4.2%

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
All Special Education Staff	Powerpoint presentation on how to make decisions on the alternate assessment using state guidance material	05/31/2024	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

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: Warren Consolidated Schools

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

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

Data

Below are the 1% Participation Rates for Warren Consolidated Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	6483	147	2.3
Mathematics	6487	147	2.3
Science	2795	55	2
Social Studies	2763	24	0.9

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

Contributing Factors

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

☐ Yes ☒ No

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

☒ Yes ☐ No

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).	6487
Total Number of students tested with MI-Access in grades 3-8 and 11.	147
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).	28
Adjusted Total	6459
Adjusted Participation Number	119
Adjusted Rate	1.8%

Please describe other justification:

We run county based moderately cognitively impaired classrooms at Black Elementary, Carleton Middle School and Cousino High School as well as. local mildly cognitively impaired classrooms at Wilde Elementary, Carleton Middle School and Sterling Heights High School.

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	6593
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	196
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
All SE staff	Ongoing PLCs throughout the 2023/2024 school year	08/28/2023	Planned

Resources and Technical Assistance

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

☒ Yes ☐ No

Please detail the need for additional resources and technical assistance.

Our perctange continues to be higher than the cap and continues to increase, however we are seeing more students with significant impairments who are on an alternative curriculum and requiring alternative assessments.

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: Warren Woods Public Schools

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

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

Data

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

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1632	55	3.4
Mathematics	1632	55	3.4
Science	744	25	3.4
Social Studies	735	19	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

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).	1870
Total Number of students tested with MI-Access in grades 3-8 and 11.	52
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).	25
Adjusted Total	1845
Adjusted Participation Number	27
Adjusted Rate	1.5%

Please describe other justification:

Warren Woods Public Schools operates a center-based county program for POHI grades 6-12 and a center-based county program for SLI grades K-3.

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)	3.6%%

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	1870
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	50
Projected Participation Rate for 2024	2.7%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☐ Yes ☒ No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 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	SE Policy and procedures focused on IEP implementation.	08/30/2023	Completed
All SE staff	SE Policy and procedures focused on IEP implementation.	08/31/2023	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