

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

ISD Name: Oakland Schools

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 Oakland Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	88735	1411	1.6
Mathematics	89127	1401	1.6
Science	38954	609	1.6
Social Studies	38597	298	0.8

Data	Total
Number of member districts/PSAs including the ISD	51
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)	30

Technical Assistance and Professional Development

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

Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
08/01/2023	ISD provided county wide professional development on the state's criteria for participation in the alternate assessment. Emphasis is placed on students having a significant cognitive disability and receiving instruction aligned to alternate standards. Also included is the importance of consulting existing data on previous assessment performance to ensure a high instructional match. MDE resources are also provided, including the use of the interactive decision making tool. The ISD encouraged IEP team members to review students currently assigned to take MI-Access to ensure they meet criteria.
10/13/2023	Provided professional development to local district directors and supervisors on the observation patterns (by the ISD) as a result of the MDE flagged, student level data analyses that occurred last year. Also provided directors with suggestions for developing their local plan - within upcoming justification form - including training resources, MDE tools/resources, sample of written district procedures for consideration (emphasizing consulting existing data and utilizing the interactive decision making tool), and shared a process for student level data reviews.
11/01/2023	The ISD provided county wide professional development on the state's criteria for participation in the alternate assessment. The audience was made up of mostly special education teachers but also included related services personnel. Emphasis is placed on students having a significant cognitive disability and receiving instruction aligned to alternate standards. Also included is the importance of consulting existing data on previous assessment performance to ensure a high instructional match. MDE resources are also provided, including the use of the interactive decision making tool. The ISD further shared observations made during district analyses of students flagged by MDE last year and encouraged IEP team members to review students currently assigned to take MI-Access to ensure they meet criteria.
11/15/2023	After release of the justification forms, the ISD provided written communication to all special education administrators in the county on changes to tiered descriptions, linked access to previous PD presentation slides, and opportunity to drop in to virtual "office hours" for general TA on completing justification forms.
12/06/2023	Presentation to the ISD Parent Advisory Committee on assessment selection and importance of 95% participation requirement for students with disabilities to take a state assessment.
01/26/2024	Presentation to IEP "coaches" across the county will include observations made during district analyses of students flagged by MDE last year. Teams will be encouraged to review students currently assigned to take MI-Access to ensure they meet criteria. Particular emphasis will be made what it entails to have a significant cognitive disability.
02/06/2024	The ISD will, again, provide county wide professional development on the state's criteria for participation in the alternate assessment. Emphasis will be placed on students having a significant cognitive disability and receiving instruction aligned to alternate standards. Will include the importance of consulting existing data on previous assessment performance to ensure a high instructional match. MDE resources will be provided, including the use of the interactive decision making tool. The ISD will further share observations made during district analyses of students flagged by MDE last year. Participants will be encouraged to review students currently assigned to take MI-Access to ensure they meet criteria.

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
Avondale School District	04/03/2023	ISD and district collaborative review of the MDE-flagged student cases (per ISD Justification Feedback) to ensure students assigned MI-Access met eligibility criteria for participation. A summary of notes indicate what assessment students are assigned as a result of the review. Included in this review were consideration for instructional changes to align to higher standards for students that achieved "surpassing" on previous assessment.
Avondale School District	10/19/2023	Provision of PD on alternate assessment criteria for special education, self-contained teachers.
Bloomfield Hills Schools	03/14/2023	ISD and district collaborative review of the MDE-flagged student cases (per ISD Justification Feedback) to ensure students assigned MI-Access met eligibility criteria for participation. A summary of notes indicate what assessment students are assigned as a result of the review. Included in this review were consideration for instructional changes to align to higher standards for students that achieved "surpassing" on previous assessment.
Bloomfield Hills Schools	08/28/2023	Provided professional development on alternate assessment criteria to special education teachers
Bloomfield Hills Schools	11/30/2023	TA call with SE supervisors to support completion of justification form and to offer suggestions for local plan. ISD will develop and share student level report of those who took MI-Access last year along with demographics and previous MI-Access performance by end of Jan, 2024. This report is intended to support district with student level data analysis to ensure appropriate assessment alignment. The ISD will monitor completion of activity and result/outcome.
Birmingham Public Schools	03/01/2023	ISD and district collaborative review of the MDE-flagged student cases (per ISD Justification Feedback) to ensure students assigned MI-Access met eligibility criteria for participation. A summary of notes indicate what assessment students are assigned as a result of the review. Included in this review were consideration for instructional changes to align to higher standards for students that achieved "surpassing" on previous assessment.
Birmingham Public Schools	11/28/2023	TA call with SE admin team to support completion of justification form and to offer suggestions for local plan. ISD will develop and share student level report of those who took MI-Access last year along with demographics and previous MI-Access performance by end of Jan, 2024. This report will be intended to support district with student level data analysis. This report is intended to support district with student level data analysis to ensure appropriate assessment alignment. The ISD will monitor completion of activity and result/outcome.
Clawson Public Schools	03/08/2023	ISD and district collaborative review of the MDE-flagged student cases (per ISD Justification Feedback) to ensure students assigned MI-Access met eligibility criteria for participation. A summary of notes indicate what assessment students are assigned as a result of the review. Included in this review were consideration for instructional changes to align to higher standards for students that achieved "surpassing" on previous assessment.

Member District	Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
Clawson Public Schools	12/04/2023	Consulted with SE Director on developing a process for reviewing students currently assigned to take MI-Access to ensure they meet eligibility criteria for participation. The ISD will monitor completion of activity and result/outcome.
Clarkston Community School District	11/28/2023	TA call with SE admin team to support completion of justification form and to offer suggestions for local plan. ISD will develop and share student level report of those who took MI-Access last year along with demographics and previous MI-Access performance by end of Jan, 2024. This report is intended to support district with student level data analysis to ensure appropriate assessment alignment. The ISD will monitor completion of activity and result/outcome.
Farmington Public School District	03/09/2023	ISD and district collaborative review of the MDE-flagged student cases (per ISD Justification Feedback) to ensure students assigned MI-Access met eligibility criteria for participation. A summary of notes indicate what assessment students are assigned as a result of the review. Included in this review were consideration for instructional changes to align to higher standards for students that achieved "surpassing" on previous assessment.
Farmington Public School District	12/08/2023	TA call with SE Director to support completion of justification form and to offer suggestions for local plan. ISD will develop and share student level report of those who took MI-Access last year along with demographics and previous MI-Access performance by end of Jan, 2024. This report is intended to support district with student level data analysis to ensure appropriate assessment alignment. The ISD will monitor completion of activity and result/outcome.
Hazel Park City School District	01/13/2023	ISD and district collaborative review of the MDE-flagged student cases (per ISD Justification Feedback) to ensure students assigned MI-Access met eligibility criteria for participation. A summary of notes indicate what assessment students are assigned as a result of the review. Included in this review were consideration for instructional changes to align to higher standards for students demonstrating surpassing on previous assessment.
Huron Valley Schools	05/08/2023	ISD and district collaborative review of the MDE-flagged student cases (per ISD Justification Feedback) to ensure students assigned MI-Access met eligibility criteria for participation. A summary of notes indicate what assessment students are assigned as a result of the review. Included in this review were consideration for instructional changes to align to higher standards for students that achieved "surpassing" on previous assessment.
Huron Valley Schools	11/30/2023	TA call with SE admin team to support completion of justification form and to offer suggestions for local plan. ISD will develop and share student level report of those who took MI-Access last year along with demographics and previous MI-Access performance by end of Jan, 2024. This report is intended to support district with student level data analysis to ensure appropriate assessment alignment. The ISD will monitor completion of activity and result/outcome.

Member District	Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
Lake Orion Community Schools	12/05/2023	TA call with SE admin team to support completion of justification form and to offer suggestions for local plan. ISD will develop and share student level report of those who took MI-Access last year along with demographics and previous MI-Access performance by end of Jan, 2024. This report will be intended to support district with student level data analysis, to ensure appropriate assessment alignment. The ISD will monitor completion of activity and result/outcome.
Lamphere Public Schools	03/08/2023	TA call with SE admin team to support completion of justification form and to offer suggestions for local plan. ISD will develop and share student level report of those who took MI-Access last year along with demographics and previous MI-Access performance by end of Jan, 2024. This report is intended to support district with student level data analysis to ensure appropriate assessment alignment. The ISD will monitor completion of activity and result/outcome.
Lamphere Public Schools	03/08/2023	ISD and district collaborative review of the MDE-flagged student cases (per ISD Justification Feedback) to ensure students assigned MI-Access met eligibility criteria for participation. A summary of notes indicate what assessment students are assigned as a result of the review. Included in this review were consideration for instructional changes to align to higher standards for students that achieved "surpassing" on previous assessment.
Lighthouse Connections Academy	11/29/2023	TA call with SE admin team to support completion of justification form and to offer suggestions for local plan. The ISD will monitor completion of activity and result/outcome.
Lighthouse Connections Academy	03/13/2023	ISD and district collaborative review of the MDE-flagged student cases (per ISD Justification Feedback) to ensure students assigned MI-Access met eligibility criteria for participation. A summary of notes indicate what assessment students are assigned as a result of the review. Included in this review were consideration for instructional changes to align to higher standards for students that achieved "surpassing" on previous assessment.
Michigan Virtual Charter Academy	02/21/2023	ISD and district collaborative review of the MDE-flagged student cases (per ISD Justification Feedback) to ensure students assigned MI-Access met eligibility criteria for participation. A summary of notes indicate what assessment students are assigned as a result of the review. Included in this review were consideration for instructional changes to align to higher standards for students that achieved "surpassing" on previous assessment.
Oak Park City School District	04/26/2023	ISD and district collaborative review of the MDE-flagged student cases (per ISD Justification Feedback) to ensure students assigned MI-Access met eligibility criteria for participation. A summary of notes indicate what assessment students are assigned as a result of the review. Included in this review were consideration for instructional changes to align to higher standards for students that achieved "surpassing" on previous assessment.

Member District	Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
Oak Park City School District	12/07/2023	TA call with SE admin team to support completion of justification form and to offer suggestions for local plan. ISD will develop and share student level report of those who took MI-Access last year along with demographics and previous MI-Access performance by end of Jan, 2024. This report is intended to support district with student level data analysis to ensure appropriate assessment alignment. The ISD will monitor completion of activity and result/outcome.
Pontiac Academy for Excellence	11/29/2023	TA call with SE admin team to support completion of justification form and to offer suggestions for local plan.
Pontiac City School District	03/09/2023	ISD and district collaborative review of the MDE-flagged student cases (per ISD Justification Feedback) to ensure students assigned MI-Access met eligibility criteria for participation. A summary of notes indicate what assessment students are assigned as a result of the review. Included in this review were consideration for instructional changes to align to higher standards for students that achieved "surpassing".
Pontiac City School District	04/05/2023	Provision of professional development to special education staff (self-contained teachers and paras) on eligibility criteria for alternate assessment selection.
Pontiac City School District	12/04/2023	TA call with SE admin team to support completion of justification form and to offer suggestions for local plan. The district assessment coordinator has prepared a student level report of those who took MI-Access last year along with demographics and previous MI-Access performance. This report is intended to support district with student level data analysis to ensure appropriate assessment alignment. The ISD will monitor completion of activity and result/outcome.
Southfield Public School District	04/27/2023	ISD and district collaborative review of the MDE-flagged student cases (per ISD Justification Feedback) to ensure students assigned MI-Access met eligibility criteria for participation. A summary of notes indicate what assessment students are assigned as a result of the review. Included in this review were consideration for instructional changes to align to higher standards for students that achieved "surpassing" on previous assessment.
Southfield Public School District	09/20/2023	On 9/20 and 10/18, the ISD provided onsite Professional Development to special education caseload teachers and SE administrators on alternate assessment criteria.
Southfield Public School District	11/30/2023	TA call with SE admin team to support completion of justification form and to offer suggestions for local plan. ISD will develop and share student level report of those who took MI-Access last year along with demographics and previous MI-Access performance by end of Jan, 2024. This report is intended to support district with student level data analysis to ensure appropriate assessment alignment. The ISD will monitor completion of activity and result/outcome.

Member District	Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
Walled Lake Consolidated Schools	03/23/2023	ISD and district collaborative review of the MDE-flagged student cases (per ISD Justification Feedback) to ensure students assigned MI-Access met eligibility criteria for participation. A summary of notes indicate what assessment students are assigned as a result of the review. Included in this review were consideration for instructional changes to align to higher standards for students that achieved "surpassing" on previous assessment.
Waterford School District	03/01/2023	ISD and district collaborative review of the MDE-flagged student cases (per ISD Justification Feedback) to ensure students assigned MI-Access met eligibility criteria for participation. A summary of notes indicate what assessment students are assigned as a result of the review. Included in this review were consideration for instructional changes to align to higher standards for students demonstrating
West Bloomfield School District	12/06/2023	TA call with SE admin team to support completion of justification form and to offer suggestions for local plan.
Hazel Park City School District	01/16/2024	The ISD will collaborate with district on developing a written procedure to ensure IEP teams consult existing data to inform assessment selection decision.
Oak Park City School District	01/16/2024	The ISD will collaborate with district on developing a written procedure to ensure IEP teams consult existing data to inform assessment selection decision.
Bloomfield Hills Schools	01/11/2024	The ISD will collaborate with district on developing a written procedure to ensure IEP teams consult existing data to inform assessment selection decision.
Pontiac City School District	03/12/2024	The ISD will provide professional development to district special and general education administrators (including principals) on requirement of educating students in the Least Restrictive Environment.

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 following recommendations would be helpful to continue to assist member districts with addressing their participation rates and ensuring proper assessment selection:

- Update the "Should My Student Take the Alternate Assessment" to provide clarity on the concept of "most significant cognitive disability"*
- Develop additional TA to address common questions from the field, including information on practical guidance for educating students that may not have a 'most significant cognitive disability' yet have extensive support needs across all areas of development and are unable to benefit from or demonstrate learning toward general content standards*
- Provide TA on expectations for Ed Benefit Review process on flagged cases, including written process, templates/forms, and a completed example in which a team would determine changes to instruction and assessment are evident*
- Include disproportionate data and flagged student cases within district justification forms; this will allow greater time for districts and ISDs to target TA and address flagged students before the next test cycle*
- Share member district data with ISD prior to release of member district justification forms; the ISD needs time to analyze data and plan for provision of TA*
- For those districts that operate center programs, consider the adjusted participation rate in determining the tiered status of a district; otherwise, the department is assuming there are higher support needs in a district where it may not be needed (or consider sending participation data back to resident districts)*
- Opportunity for ISDs to drop in to virtual "office hours" with the MDE OSE and OEAA to clarify processes and answer questions about department expectations*

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: Avondale 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 Avondale School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1728	20	1.2
Mathematics	1726	20	1.2
Science	706	6	0.8
Social Studies	703	4	0.6

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

Contributing Factors

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

☐ Yes ☒ No

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:

Currently within Avondale are two elementary Moderately Cognitively Impaired level 3 programs with 14 students, two elementary ASD level 3 programs, and one elementary ASD level 2 program with 27 students. At the secondary level, there is one Level 3 ASD program and one Level 3 Moderately Cognitively Impaired program with 10 students. At the high school, there is one level 3 ASD program along with one Level 3 Moderately Cognitively impaired program with a total of 16 students currently. Student's level of needs and support are identified on an individual basis per their Individual Education Plan. Not all students within these programs take an alternative state assessment. Determination of students' level of need is determined on an individualized basis through data collection, evaluations, and IEP development.

During the 2021-2022 School year, Avondale increased the requirements for teachers administering the Mi-Access assessment requiring them to complete all the appropriate training modules and videos through MDE regarding the determination of Alternative Assessments, and how to administer the assessment with fidelity. The district created a questionnaire that staff were required to complete once the training was completed to be able to administer the alternative assessment. This was required for any staff members who may administer and/or proctor/observe assessment sessions.

The district identifies a Mi-Access coordinator who is responsible each year to ensure that staff have completed training, have appropriate materials, and understand the assessment process. The Mi-Access Coordinator also assists IEP teams in reviewing data when considering the appropriate level of state assessments

In April of 2023, Oakland Schools worked with special education administrators to complete an MI-Access review which required student-level data. During this session, it was identified that many students who were flagged or identified by the county/MDE had already been identified as transitioning from MI-Access to M-Step per Mi-Access data, evaluations, and classroom data as documented per their IEPs.

The district has also worked on increasing standardized testing for our highest-need students for Alternative district assessments with consistency throughout the district. The district purchased The Brigance Comprehensive Inventory of Basic Skills III (Reading, ELA, and Math) to be used as an alternative district assessment. With the purchase of the testing kits, the district received professional development and training. All categorical teachers and paraprofessionals received a 90-minute professional development on how to administer the assessment with fidelity, interpret data, develop baseline data, and goal development per assessment outcomes. This tool has allowed staff with additional standardized data to apply when determining appropriate state assessments. Staff will complete phase two of the Brigance professional development on April 1, 2023.

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	1872
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	24
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
Special ed admin	Reviewed flagged students from the MDE to determine if students are meeting state criteria for participation	04/03/2023	Completed
Special Ed staff	Oakland schools delivered in person on sight professional development to special education staff on how to assess students to determine appropriate level of State assessments	10/19/2023	Completed
Special Ed Staff	The professional development day portion of the day completing file reviews, pulling mi-access scores from students c-60 to document within IEPs, and tracking the progress of interventions and growth along with state assessment scores to assess projections of appropriate state testing moving forward for each student individually.	11/07/2023	Completed
Special Ed Admin	Development of a formal process of data collection, review, and approvals when discussion occurs around appropriate state assessments for students. Special education administration is partnering with neighboring districts at County meetings to identify what protocols and procedures other districts may be utilizing in support of developing a new procedure for Avondale.	01/31/2024	Planned
Special Ed Staff	Conduct professional development and training provided by the school psychologist to understand standard deviations, cognitive assessment results, and how to interpret adaptive assessment scores along with what information, and data to utilize when making decisions on appropriate state assessments.	04/01/2024	Planned
Special Ed Staff	Require completion of Assessment Selection Guidance Training at mid-year in preparation for Mi-Access and state testing window.	01/31/2024	Planned
Spe Ed staff	Mandate the completion of the "Assessment selection guidance decision making tool" when making decisions towards appropriate state assessments	01/31/2024	Planned

Resources and Technical Assistance

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

☐ Yes ☒ No

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: Berkley 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 Berkley School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	2012	20	1
Mathematics	2012	20	1
Science	861	14	1.6
Social Studies	857	10	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:

A review of MIAccess students the prior year compared to last year is stable in numbers for ELA and Math; however, there was an increase in the number of students who took the alternative assessment in Science and Social Studies, going from 6 students to 14 students (Science) and 4 students to 10 students (Social Studies). These changes will be explored.

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	2039
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	25
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
Individual IEP teams	Special Education Administration to review individual IEPs for the 25 students who currently have MIAccess on their IEPs. If IEP data does not appear to support the decision to take an alternative assessment, IEP teams will be consulted directly. Consideration of IEP amendments will be discussed.	11/30/2023	Completed
All Special Education Staff	Create a Google Site where staff can easily access: MDE's Assessment Selection Guidance Training and MDE's Interactive Decision Making Tool. Staff will complete the training and review the decision making tool for their current caseloads. Upon completion of trainings, Staff will sign-in on a document indicating they completed the trainings. Staff will complete the trainings before Winter Break, before Dec. 22, 2023.	12/22/2023	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

*****This District Justification Form is incomplete.*****

Member District: Birmingham 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 Birmingham Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	3740	75	2
Mathematics	3756	75	2
Science	1649	34	2.1
Social Studies	1629	15	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).	3817
Total Number of students tested with MI-Access in grades 3-8 and 11.	79
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).	8
Adjusted Total	3809
Adjusted Participation Number	71
Adjusted Rate	1.9%

Please describe other justification:

Students from outside of our district placed in the district's regional center-based program by IEP team, along with other resident students placed by IEP in Autistic classrooms are considered to have significant cognitive disabilities. These students, along with other students placed by IEP into Cognitively Impaired classrooms are being instructed using the Alternative, or Essential Standards. Their level of disability precludes them from participating in instruction using the general education standards.

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)	2.1%%

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	3859
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	80
Projected Participation Rate for 2024	2.1%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
All special education staff	Professional development with all SE staff on utilizing the MDE's Alternative Assessment Decision Tree application to	09/20/2023	Completed
Special Education and ISD Compliance Consultant	Met and reviewed all students flagged by MDE to determine whether they met eligibility criteria for MI-Access.	03/09/2023	Completed
Building SE teams	SE supervisors met with building special education teams to review select students who were flagged by MDE to reconsider assessment.	04/13/2023	Completed
All New SE Staff	Provide training for new staff using MDE Interactive Alternative Assessment Decision Tree	01/24/2024	Planned
Existing SE Staff	Provide Refresher training to all SE staff using MDE Interactive Alternative Assessment Decision Tree	02/01/2024	Planned
Special Ed. Director and Instruction department Coordinator	Identify and review students who did not take, or complete test. Provide directive to staff on start dates for upcoming test periods. Communicate with parents/guardians regarding the need to test all students.	12/14/2023	Planned
Psychologists, special ed administration, ISD compliance consultant1	Create and implement district procedure to use when making assessment decisions.	04/08/2024	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.

☒ Gender

Subject	Plan
Math	<p>*Identify and review each student assessed with MI-Access. Review these students' past performance on state assessments. Review these students' cognitive and adaptive functioning data. *Carefully consider male students assigned in the area of math. Consider their cognitive and adaptive functioning, past performance on this assessment, and current functioning.</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

Please detail the need for additional resources and technical assistance.

ISD Compliance Consultant to provide demographic disproportionality information for use when reviewing student data.

ISD Compliance Consultant to assist with creation of District Procural document for use when making assessment decisions.

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

Member District: Bloomfield Hills 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 Bloomfield Hills Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	2667	79	3
Mathematics	2675	79	3
Science	1188	38	3.2
Social Studies	1158	9	0.8

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

Contributing Factors

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

☐ Yes ☒ No

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

☒ Yes ☐ No

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).	2675
Total Number of students tested with MI-Access in grades 3-8 and 11.	79
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).	47
Adjusted Total	2628
Adjusted Participation Number	32
Adjusted Rate	1.2%

Please describe other justification:

Bloomfield Hills School District operates three Center programs - a program for Deaf and Hard of Hearing students, a program for students with Significant Multiple Impairments, and a program for students with Severe Cognitive Impairments. Of the 79 students that were tested using Mi-Access, 49 students were enrolled in one of the three Center programs, resulting in 32 non-Center students taking Mi-Access.

Of importance is that of the 49 Center program students who were assessed utilizing Mi-Access, 47 of those students are non-resident Center students (i.e. do not reside within Bloomfield Hills Schools boundaries).

Removing the 47 non-resident Center-based students decreases our participation rate from 3.0 to 1.2%. This is a drop from the adjusted rate of 1.7% for 2022 and is a direct result of the local plan implementation work done in Winter/Spring 2023.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	3.1%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	2853
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	79
Projected Participation Rate for 2024	2.8%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers, Ancillary Staff, and District Admin along with District Testing Coordinator	Mi-Access Newsletter with MDE links to Alternate Standards/Essential Elements, MDE Should My Student Take the Alternate Assessment Flowchart, and MDE Interactive Decision-Making tools	03/01/2023	Completed
Special Education Teachers	Bloomfield Hills Instructional Coaches provided Professional Development at each building on State Assessment decision-making. They met with each special education caseload teacher and did a review of students.	02/01/2023	Completed
Special Education Instructional Coaches, Special Education Admin	ISD Consultant, Shelley Dickerson, met with Bloomfield Hills to review MDE-flagged students and developed follow-up considerations for select students. After the 3/14/23 meeting, the Instructional Coaches met with the caseload teachers of the flagged students to conduct a file review and determined whether or not consideration was needed to move to M-STEP, in addition to programmatic/instructional changes.	03/14/2023	Completed
Special Education Teachers and Ancillary Staff	ISD Consultants, Shelley Dickerson, and Kim Wooster, provided professional development on Alternate Assessment Selection to special education teachers and ancillary staff.	08/28/2023	Completed
District Administrators, District Testing Coordinators, and IEP teams	Develop and implement District Procedures that prompt teams to consider student data before making State Assessment selections	02/01/2024	Planned
Special Education Teachers/Ancillary Staff/Instructional Coaches	Develop and facilitate a student review process that will be conducted on all students assigned to take the alternate assessment in Spring 2024.	03/22/2024	Planned

Disproportionality

The district reported disproportionality in participation in the alternate assessment. Please indicate below each sub-group of disproportionality, the subject for which disproportionate use was demonstrated, as well as the district plan to address the indicated issues of disproportionality.

☒ **Economically Disadvantaged Status**

Subject	Plan
English Language Arts	We will develop and facilitate a student review process that will review students who are economically disadvantaged and assigned to take the alternate assessment in Spring 2024.
Math	We will develop and facilitate a student review process that will review students who are economically disadvantaged and assigned to take the alternate assessment in Spring 2024.

☒ **African American**

Subject	Plan
Math	We will develop and facilitate a student review process that will review students who are African American and assigned to take the alternate assessment in Spring 2024.

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.

Bloomfield Hills is seeking ISD assistance with obtaining a student-level data report.

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: **Brandon School District in the Counties of Oakland and Lapeer**

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 Brandon School District in the Counties of Oakland and Lapeer:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1054	14	1.3
Mathematics	1055	14	1.3
Science	453	3	0.7
Social Studies	450	3	0.7

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Please describe other justification:

Our district follows the MDE guidance on selecting alternate state assessments. Students taking those

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	1105
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	11
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
Special education department	In-person and followed up by email, reviewing the MDE flow-chart and going through a few examples of when it would be appropriate to select Mi-Access	08/30/2023	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: Clarkston 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 Clarkston Community School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	3708	52	1.4
Mathematics	3707	52	1.4
Science	1575	22	1.4
Social Studies	1559	10	0.6

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

Contributing Factors

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

☐ Yes ☒ No

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:

CCS is continuing to train and work with staff to follow the MDR recommendations for how to determine the appropriate state assessment based on individual student needs and the MDE decision tree.

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	4036
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	43
Projected Participation Rate for 2024	1.1%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Staff	MI-Access Guidance during Professional Learning via ZOOM; shared documents via Google and shared rec	12/01/2023	Completed
Special Education Staff	Review students who took MI-Access during 2022 to determine whether they achieved, surpassed or attained and whether they were in need of instructional changes	02/09/2024	Planned
Special Education Staff	Review students from ED subgroup who took MI-Access last year; did they meet eligibility for Mi-Access	02/09/2024	Planned
All District Administrators Including Principals	Review district data and MDE guidance regarding who should be taking the alternative assessment; how teams need to be using the data to determine whether they achieved, surpassed or attained and whether they were in need of instructional changes	12/15/2023	Planned
Special Education Staff	Train special education staff on how to utilize the District Procedures required for any IEP teams considering/selecting MI-Access, at each annual IEP.	03/08/2024	Planned

Disproportionality

The district reported disproportionality in participation in the alternate assessment. Please indicate below each sub-group of disproportionality, the subject for which disproportionate use was demonstrated, as well as the district plan to address the indicated issues of disproportionality.

☒ Economically Disadvantaged Status

Subject	Plan
English Language Arts	Continue to refresh existing staff on criteria and training new staff. Asynchronous MDE Online Training will be provided to new staff and a refresher will be provided to existing staff.
Math	Continue to refresh existing staff on criteria and training new staff. "District procedures" - when concerning MI-Access at an IEP - must utilize interactive decision making tool (from MDE) the first time that students are looked at for which assessment to take

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.

We are requesting a student-level data report from Oakland Schools ISD. Additionally, support in verifying that the developed district procedures are in line with MDE guidance.

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: Clawson 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 Clawson Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	628	14	2.2
Mathematics	629	14	2.2
Science	272	9	3.3
Social Studies	267	5	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

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).	630
Total Number of students tested with MI-Access in grades 3-8 and 11.	15
Students from outside the district placed in district's regional center-based program by IEP team (do not include students who are residents of the district or who have enrolled through school of choice processes).	5
Adjusted Total	625
Adjusted Participation Number	10
Adjusted Rate	1.6%

Please describe other justification:

Clawson Public Schools includes a county center program. Of the students taking an alternate assessment the majority of those students are in the center program. When calculating students taking an alternate assessment that are not in the center program the percentage of students taking a alternate assessment is 0.9%. (9 of the 15 students are in the center program)

Also, CPS continues to have declining enrollment. This has changed the total number of students being tested. This also has an impact on our percent of students taking an alternate assessment.

Clawson has done extensive work with staff to ensure staff understand test selection. It continues to be an IEPT decision for students. Training was included in a PL on Aug 23. Staff also received reminders of the process for test selection on September 7, including state guidance and links to district documents for decision making.

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)	2.1%%

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	650
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	11
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
Special education teachers and ancillary staff	In person professional learning on test selection	08/23/2023	Completed
Special education teachers and ancillary staff	September and December staff were sent written explanation on test selection that included links to MDE documents.	12/01/2023	Completed
Special education teachers and ancillary staff	Staff are sent a monthly newsletter each month with updates and information. Included in this newsletter is a link to use the assessment planning tool from MDE.	06/14/2024	Planned
Special education admin	Will seek assistance from ISD to support staff and administration understanding proper test selection and the 1% exception.	12/18/2023	Planned
Special Education Admin	Met with ISD consultant. The ISD and district partnered to review existing student data, flagged by the state, and documented next steps for planning and/or team consideration.	03/08/2023	Completed
Special Education Admin and Special education teachers	The district will review all students projected to take an alternate assessment in the 2023/24 school year to ensure the students meet criteria to take the assessment. The district will also review the student's past performance on the assessments as part of the assurance of taking the alternate assessment.	01/26/2024	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: Farmington Public 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 Farmington Public School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	4576	83	1.8
Mathematics	4604	83	1.8
Science	2017	35	1.7
Social Studies	1997	16	0.8

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Please describe other justification:

The district has reviewed the IEPs of the students who took the MiAccess last year. All students are in programs for students with significant disabilities, focusing on essential elements and are functioning with significant cognitive disabilities.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	4673
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	84
Projected Participation Rate for 2024	1.8%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Admin, Teachers, Teacher Consultants	Reviewed all MDE identified students to ensure that they met criteria for participation	03/09/2023	Completed
Special education admin and district level TCs	Reviewed IEPs of students in specialized programs (specifically ASD and CI) to ensure alignment to the essential elements	03/17/2023	Completed
Refresher training	For all special education specialized program teachers. Review of the criteria for MiAccess participation.	03/22/2024	Planned
Update IEP procedures	To include consulting school psychologist prior to the first time a student is being considered for participation in MiAccess and review of previous performance at each IEP following.	02/16/2024	Planned
Ancillary staff members	Review of MiAccess decision tool and district data	03/15/2023	Completed
Special education teachers	Review of MiAccess decision tool and district data	03/23/2023	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.

☒ Gender

Subject	Plan
English Language Arts	ISD will provide a student level data report of the students who took MiAccess last year. The district will review the students to ensure they meet the criteria for alternate assessment.
Math	ISD will provide a student level data report of the students who took MiAccess last year. The district will review the students to ensure they meet the criteria for alternate assessment.

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.

Support in analyzing data so that we can be sure that we are making correct decisions.

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: Ferndale 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 Ferndale Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1350	19	1.4
Mathematics	1350	19	1.4
Science	643	9	1.4
Social Studies	640	5	0.8

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Please describe other justification:

Decrease in overall Ferndale student enrollment, not tied to students with IEP's.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1359
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	24
Projected Participation Rate for 2024	1.8%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☐ Yes ☒ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Upper El & secondary Spec ed staff	Mentor, ILT's, and TC's will review level area sped ed teaching staff caseloads, identifying and discussing student cases taking alt assessment. Including reviewing additional student level data to ensure students meet criteria of having a "significant" cognitive disability	03/25/2024	Planned
Spec ed Mentors, ILT's, TC's	Spec ed admin review alt assessment 1% justification forms, resources, and expectations	01/29/2024	Planned
All spec ed staff	Spec ed admin will review & use the 2 resources with their teams when a case doesn't appear to be a "clear" decision for the IEP team, during the 2023-24 school year MDE 1% Guidance, Should My Student Take the Alternate Assessment?, https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html	06/07/2024	Planned

Resources and Technical Assistance

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

☐ Yes ☒ No

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Grand River Academy

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

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

Data

Below are the 1% Participation Rates for Grand River Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	451	6	1.3
Mathematics	455	6	1.3
Science	153	2	1.3
Social Studies	151	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:

The district does not operate Center Based programming. The district offers Resource Teacher 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)	1.6%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	476
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
SE Staff	Should My Student Take the MI-ACCESS.	09/15/2023	Completed
SE Staff	MDE Interactive Decision-Making Tool MDE Assessment Selection Guidance Training Should my Student Take the Alternate Assessment Michigan Alternate Content Expectations MI-Access Performance Level Descriptors	01/22/2024	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: Great Lakes 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 Great Lakes Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	109	2	1.8
Mathematics	109	2	1.8
Science	35	1	2.9
Social Studies	35	1	2.9

☒ 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:

NA

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)	1.7%%

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	122
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	0
Projected Participation Rate for 2024	0%

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 and Support Staff	Professional Development (Special Education and Support for students with IEPs-required accommodation, modifications and support services)	09/19/2023	Completed
Teachers and Support Staff	Assessment Selection Guidance Interactive Decision-Making Tool https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html	03/19/2024	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: Hazel Park City School District

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

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

Data

Below are the 1% Participation Rates for Hazel Park City School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1141	27	2.4
Mathematics	1142	28	2.5
Science	564	14	2.5
Social Studies	563	13	2.3

☒ 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

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).	1142
Total Number of students tested with MI-Access in grades 3-8 and 11.	28
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).	6
Adjusted Total	1136
Adjusted Participation Number	22
Adjusted Rate	1.9%

Please describe other justification:

Hazel Park Schools currently operates two center programs for students; severe multiple impairment center program and severe emotional impairment program. The district operates a total of 10 self-contained classrooms for students disabilities including: autism spectrum disorders, cognitive impairments and emotional impairments. These factors increase the overall percentage of students taking Mi-Access. HPS is diligently monitoring student data utilizing state assessments and district assessments in tandem with IEP goals and objectives to ensure that students are assessed with appropriate measures and tools.

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)	2.8%%

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	1316
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	24
Projected Participation Rate for 2024	1.8%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Director/Supervisors	Mi-Access Data Review and Spreadsheet. Review of MDE Criteria for alternate assessment participation and Performance Data for students who took Mi-Access in 2023 to determine whether they achieved 'surpassed' or 'attained' (or a mix of the two) and may be in need of instructional changes that reflect alignment to higher academic standard (s). (In-person meeting)	10/11/2023	Completed

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Director/Supervisors/Teacher Consultants	Mi-Access Data Review and Spreadsheet. Review of MDE Criteria for alternate assessment participation and Performance Data for students who took Mi-Access in 2023 to determine whether they achieved 'surpassed' or 'attained' (or a mix of the two) and may be in need of instructional changes that reflect alignment to higher academic standard (s). (In-person meeting)	10/13/2023	Completed
Special Education Department - All	District Professional Development: "IEP Compliance" Mi-Access Data Review and Spreadsheet. Review of MDE Criteria for alternate assessment participation and Performance Data for students who take Mi-Access in 2023 to determine whether they achieved 'surpassed' or 'attained' (or a mix of the two) and may be in need of instructional changes that reflect alignment to higher academic standard (s). (In-person meeting)	11/07/2023	Completed
Special Education Director/Supervisor	Oakland ISD and Hazel Park School District partnered to review existing student data flagged by the state and documented next steps for planning and/or team consideration (In-Person)	02/27/2023	Completed
Special Education Director/Supervisors/Teacher Consultants	Review of all students who to the Functional Independence assessment to ensure the following: *Students meet the definition of significant cognitive disability *Students are receiving primary instruction aligned to high range of complexity Essential Elements *Student Performance on 2023 assessment reviewed to determine if student is in need of instructional changes that reflect a higher standard. (In-Person)	12/01/2023	Planned
Special Education Director/Supervisors/Teacher Consultants	Training Session: Alternate Selection Criteria for Mi-Access (In-Person)	12/01/2023	Planned
Special Education - All	District Procedure Implemented: IEP teams utilize the Interactive Decision-Making Tool when considering participation in 'Functional Independence.'	03/03/2023	Completed
Special Education - All	District Procedure Implemented: IEP teams utilize the Interactive Decision-Making Tool when considering participation in 'Functional Independence.' Training will be provided to new staff (Virtual)	12/08/2023	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: Holly Area School District

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

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

Data

Below are the 1% Participation Rates for Holly Area School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1620	25	1.5
Mathematics	1623	25	1.5
Science	724	9	1.2
Social Studies	716	5	0.7

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

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)	1.2%%

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	1625
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	20
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
Elementary and High School Special Education Staff	During a department meeting, the agenda topics covered were: MDE Mi-Access Guidance, review of tool: "Should my Student take the Alternate Assessment?", assessment selection training review and review of past assessments to guide current years decision.	01/24/2023	Completed
Middle School Special Education Staff	During a department meeting, the agenda topics covered were: MDE Mi-Access Guidance, review of tool: "Should my Student take the Alternate Assessment?", assessment selection training review and review of past assessments to guide current years decision.	01/31/2023	Completed
Building Administrators	During the first administration meeting of the school year, the Special Education Handbook was reviewed that contained the guidance regarding students taking the alternate assessment.	08/14/2023	Completed
Special Education Department	During the beginning of the year professional development, the Special Education Handbook was reviewed that contained the guidance regarding students taking the alternate assessment.	08/24/2023	Completed
High School Special Education Staff	During a department meeting, the agenda topics covered were: defining the 1% standard, emphasis of the most severe cognitively disabled are those taking the alternate assessment, review of MDE flowchart and discuss "red flags" to be mindful of when making decisions about the alternate assessment.	10/17/2023	Completed
Elementary Special Education Staff	During a department meeting, the agenda topics covered were: defining the 1% standard, emphasis of the most severe cognitively disabled are those taking the alternate assessment, review of MDE flowchart and discuss "red flags" to be mindful of when making decisions about the alternate assessment.	10/26/2023	Completed

Audience	Topics and Method of Training	Date	Planned/Completed
Middle School Special Education Staff	During a department meeting, the agenda topics covered were: defining the 1% standard, emphasis of the most severe cognitively disabled are those taking the alternate assessment, review of MDE flowchart and discuss "red flags" to be mindful of when making decisions about the alternate assessment.	11/14/2023	Completed
Elementary, Middle School and High School Special Education Staff	By the end of January, each level will partake in a structured review process for each student projected to take the MiAccess to determine whether the student continues to meet the criteria for taking an alternate assessment.	01/31/2024	Planned

Resources and Technical Assistance

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

☐ Yes ☒ No

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: Huron 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 Huron Valley Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	3935	89	2.3
Mathematics	3938	85	2.2
Science	1783	44	2.5
Social Studies	1775	33	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

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:

While we do not operate a center program within Huron Valley, we do provide services to our students with the most significant cognitive disabilities across all grades tested.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	1.9%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	4057
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	83
Projected Participation Rate for 2024	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
Directors and ISD	Reviewed ISD identified students to ensure students assigned MiAccess were accurate and reviewed student outcomes to see which students could move up an assessment based on prior scores. Method was in-person with student lists, spreadsheets and student outcomes.	03/08/2023	Completed
TC/ RR staff	Reviewed 1% CAP and that the only students who should be identified for MiAccess are those with significant disabilities in cognitive functioning and adaptive skills. Provided virtually, by Director, on October 11 at 11:15 AM.	10/11/2023	Completed

Audience	Topics and Method of Training	Date	Planned/Completed
TC/ RR staff	Director and Assistant Director reviewed virtually with special education teachers on January 9th at 11:15. Instructed TCs to review with their special ed teams the identified students for MiAccess to ensure they are students who are taking alternate assessments regularly due to the alignment of instruction. If students are getting instruction within general education and are taking assessments that are covering the key essentials, the student should then be taking MSTEP.	01/09/2024	Completed
Elementary Principals and Central Office Leadership	Reviewed the 1% CAP: parameters, purpose, instructional alignment to assessment and outcomes should we be above the 1%.	02/15/2023	Completed
Secondary Principals and Central Office Leadership	Reviewed the 1% CAP: parameters, purpose, instructional alignment to assessment and outcomes should we be above the 1%.	02/09/2023	Completed
Elementary Teachers of students with MICI	Email to individual teachers reviewing the 1% CAP, specifically for students with a significant cognitive impairment as the communication was to MICI staff. Informed staff and relevant administrators that HVS has been targeted for being above the 1% CAP and Tier III for having students with Free/Reduced lunch rate disproportionate to those taking MSTEP. Assistant Director had asked for additional review of caseload and Director followed up with specifics as to who to review 1) all students assigned to MiAccess with a MICI, 2) all students who are accessing general education 3) all students who are learning to the essential standards, although may have modifications and varied accommodations to routine assessments. Instructed that any student who could shift from MiAccess to MSTEP, either due to proficiency in the prior years' assessment or due to the efficacy in their programming although they are deemed CI, be shared by 12-6-23.	12/04/2023	Completed
Elementary Staff of students with MICI and administration	Teachers are to provide any student names who are shifting to MSTEP as a result of the prior described criteria or IEP team. New data to be qualified for the Catamaran input process. Specifically, adjusting the data where students move between assessments.	12/06/2023	Planned

Principals	Inform and again emphasize the criteria and process for student to be identified as appropriate for the MiAccess. Ask them to think about and engage in conversations at their building where students are mainstreaming for content and even those who are taking alternate assessments within the general education setting. Let all admin know HVS was targeted for Tier III given the disproportionality of economically disadvantaged students taking the MiAccess.	12/14/2023	Planned
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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
Math	Of the 88 students identified for MiAccess, 49 are also eligible for Free/Reduced lunch. We have and will continue to review each student on the list to ensure they are accurately assigned the proper assessment based on their instruction toward the general curriculum, even while they may have considerable accommodations and modifications to curricular outcomes. Additionally, we have reviewed all student scores to identify any student who was proficient in the prior year with consideration for a more rigorous assessment for the coming spring. Specifically, additional support and review is taking place with our teachers of students with MICI to ensure we are starting with the expectation of MSTEP and using the MDE and ISD guidance document to make decisions. Tier III identification and 1% CAP report was shared with Cabinet, will be shared at each principal meeting and specific teachers have been reached for guided review with timelines for expected further review and verification of ethical testing practices.

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.

Ongoing collaboration and review is appreciated. Of our 88 students who are on an IEP for MiAccess, 49 are also eligible for Free/Reduced lunch. Our district goes to great length to find, encourage and assist families with the completion of the Free/Reduced lunch application and our district is nearing 40% total eligibility.

Additionally to our local plan, we have share the MDE online guidance flowchart and our ISD training tool with staff and admin so that they can see in writing that not all students in a district level program should automatically be eligible for the MiAccess assessment. We have made strides forward with hammering only those with a significant cognitive impairments should be considered for an alternate testing route, which was a mind shift from years back where we would see students with an emotional impairment moved to alternate testing from fear they may "explode" or "throw a computer" which as you can see from our population today, all students without a cognitive impairment are assessed to the general education standard.

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: Keys Grace 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 Keys Grace Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	322	5	1.6
Mathematics	337	5	1.5
Science	114	2	1.8
Social Studies	114	2	1.8

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

Contributing Factors

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

☒ Yes ☐ No

Select the option that applies:

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

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

☐ Yes ☒ No

Please describe other justification:

The five students that took MiAccess have all been identified as students with a cognitive impairment. These students are in an all CI classroom for half the time (17.5 hours out 35 hours per week). They are being taught to the essential elements in Reading, Writing, and Math. The students that are in the CI Classroom are not receiving the general education curriculum in Math, Writing, and Reading.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	1.2%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	375
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
Assessment Coordinator	-Virtual Training for Assessment Security and Administration -Virtual Training for Assessment Coordinator Planning/Implementation	02/03/2023	Completed
Special Education Provider, Assessment Coordinator, Principal	Student Review - We will review existing student data, including most recent special education evaluation, to assure students meet criteria. Will also review previous performance on assessment and consult other district data to determine need for an instructional changes. - Check Students Previous Mi-Access Scores - Use the Assessment Selection Guidance Interactive Decision Making Tool	12/14/2023	Planned
Assessment Coordinator, Special Education Provider	We will watch the Virtual: Assessment Selection Guidance Training	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

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 Orion 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 Lake Orion Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	3461	49	1.4
Mathematics	3465	48	1.4
Science	1519	24	1.6
Social Studies	1508	14	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).	3465
Total Number of students tested with MI-Access in grades 3-8 and 11.	49
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).	4
Adjusted Total	3461
Adjusted Participation Number	45
Adjusted Rate	1.3%

Please describe other justification:

4 students taking the MI-Access alternative assessment were residents of other Oakland County districts who were placed in Lake Orion center-based programs. After deducting those 4 students from the total and calculating the adjusted rate, the district MI-Access participation rate is 1.3%.

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)	1.7%%

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	3474
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	40
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
District leadership team will review student level data to analyze key factors and the need for an alternative assessment	-Using key factors to review the state assessment selection in student IEPs, including: - data to support a significant cognitive disability - curriculum standards aligned with the instruction the student is receiving for the majority of the time (more than 50%)/ program placements and times for each student - Student performance on the MI-Access in previous years (if met or surpassed standards/ expectations, the level of complexity and/or need for an alt state assessment should be revisited by IEP teams)	02/16/2024	Planned
Revise/ communicate/ review district procedures and IEP team training re: state requirements re: selection of an alternate state assessment	Discussion in weekly SE building team meetings and/or on SE PD days	03/29/2024	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.

☒ Gender

Subject	Plan
English Language Arts	The district will review student level data and overall SE eligibility rates by gender to identify and address areas of disproportionality for participation in the alternate state assessment, MI-Access.
Math	The district will review student level data and overall SE eligibility rates by gender to identify and address areas of disproportionality for participation in the alternate state assessment, MI-Access.

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.

Support from OS Consultant- meeting together in January to complete the student level data analysis, and review of revisions to the district procedures/ training updates.

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: Lamphere 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 Lamphere Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1200	23	1.9
Mathematics	1203	23	1.9
Science	529	16	3
Social Studies	518	5	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).	1200
Total Number of students tested with MI-Access in grades 3-8 and 11.	23
Students from outside the district placed in district's regional center-based program by IEP team (do not include students who are residents of the district or who have enrolled through school of choice processes).	5
Adjusted Total	1195
Adjusted Participation Number	18
Adjusted Rate	1.5%

Please describe other justification:

We did not test fewer than 500 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)	1.9%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1283
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
All New Special Education Department staff	Sent them the links the videos and training from MDE.	09/11/2023	Completed
Page Middle School Resource Program	Targeting support in determining the right assessment for a new student.	09/28/2023	Completed
Building Special Educators and Administrators	Each year, we review our district state assessment results at each building. If a student has surpassed the Mi-Access, we review their programming and state assessment alignment.	09/18/2023	Completed
Special Education Administration	The ISD reviewed our files.	03/15/2023	Completed
Special Education Administration	The ISD will review the 21 students currently assigned MI-Access to ensure that they meet the eligibility criteria for participation in the alternate assessment.	01/22/2024	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: **Lighthouse Connections 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 Lighthouse Connections Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1081	23	2.1
Mathematics	1069	16	1.5
Science	501	14	2.8
Social Studies	499	13	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

Please describe other justification:

The district will continue to systemically review students who are scheduled to take the alternate assessment to ensure they are appropriately assigned.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1052
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	18
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
Special Education Staff	Review students who are assigned MiAccess in order to ensure they are meeting alternate assessment criteria including the most significant cognitive disability criterion. District has proposed special education evaluations on select students to assess intellectual and adaptive functioning. Any student who surpassed on last year's MiAccess assessment is undergoing a reevaluation to assess instructional needs.	12/22/2023	Planned
Special Education Staff	ISD provided professional development on alternate assessment selection and criteria	01/27/2023	Completed
Special Education Admin	District and ISD partnered to review student level data on students who took MiAccess in 2022 to ensure that they met eligibility criteria for MiAccess participation. This included students flagged by MDE.	03/13/2023	Completed
All district staff	Professional development will be provided to all staff to ensure that they understand MiAccess testing requirements and completion requirements. (95% participation)	01/26/2024	Planned
District Parents and students	In an effort to increase overall state assessment participation, parent townhall meetings and written communication is provided to LCA families.	11/13/2023	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: Michigan Virtual 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 Michigan Virtual Charter Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1622	41	2.5
Mathematics	1621	39	2.4
Science	769	19	2.5
Social Studies	757	7	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:

Michigan Virtual Charter Academy is a public virtual charter school with students enrolling from all over the state of Michigan. This can cause our numbers for students taking MIACCESS to be higher than other schools as it depends on who happens to enroll each year. We are a school of parent choice and many parents of students with Cognitive Impairments choose to school their students virtually from home. During the pandemic, we had a surge of students enroll taking the alternate assessment. Many of these students are medically fragile and parents felt that sending them to a brick and mortar school during the pandemic was not safe. Since the pandemic ended, we have maintained many of those students and our numbers remain higher than the 1% CAP for the alternate assessment.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	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	1712
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	33
Projected Participation Rate for 2024	1.9%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education teachers of students in Self-Contained programs	Monthly meetings provided to meet with a PLC of teachers who work with students in self-contained programs. At these meetings, staff are trained on and discuss topics such as the alternate assessment. Teachers are also given the opportunity to collaborate with other teachers and ask questions about the alternate assessment. Recurring meeting the fourth Thursday of the month at 3PM from January 2023-June 2023.	06/01/2023	Completed

All Special Education Teachers	Staff provided updated guidance from MDE on how to choose a state assessment for a student based on data. This included the MDE memo from 8-31-23 "Clarification of Guidelines for Participation in MI-ACCESS" and the "Should my Student take the Alternate Assessment" guide from MDE.	09/12/2023	Completed
Self-Contained Program Special Education Teacher	A professional development was held to meet with all teachers of students who take the alternate assessment. Each teacher was provided 2023 state testings scores and all historical state assessment scores and data that were available for their student. Teachers reviewed this data with Interim Special Programs director who helped guide them through the process of understanding the scores and determining if a student might be ready to take the MSTEP instead of the MI-ACCESS assessment based on the data. Teacher's were reminded to add this data to their IEPs as they hold them and to have the IEP team discuss the state assessment data when determining what state assessment the student will take this year.	09/27/2023	Completed
Special Programs Compliance Coordinator	Will attend the SLIP conference with MAASE on January 19, 2024. At this conference MAASE will provide professional development on determining alternate assessments and how to serve low incidence populations.	01/19/2024	Planned
Special Education teachers of students in Self-Contained programs	Monthly meetings provided to meet with a PLC of teachers who work with students in self-contained programs. At these meetings, staff are trained on and discuss topics such as the alternate assessment. Teachers are also given the opportunity to collaborate with other teachers and ask questions about the alternate assessment. Recurring meeting the fourth Thursday of the month at 3PM from September 2023-June 2024.	09/01/2023	Planned

Self-Contained Program Special Education Teacher	A professional development will be held to meet with all teachers of students who take the alternate assessment. Each teacher will provided state assessment scores from Spring 2024 and all historical state assessment scores that are available for their student. Teachers will review this data with Special Programs director to help guide them through the process of understanding the scores and determining if a student might be ready to take the MSTEP instead of the MI-ACCESS assessment. Teacher's will be reminded to add this data to their IEPs as they hold them and to have the IEP team discuss the state assessment data when determining what state assessment the student will take during the upcoming year.	09/30/2024	Planned
All Staff who can be a District Representative at an IEP	Staff provided updated guidance from MDE on how to choose a state assessment for a student based on data. This included the MDE memo from 8-31-23 "Clarification of Guidelines for Participation in MI-ACCESS" and the "Should my Student take the Alternate Assessment" guide from MDE.	09/12/2023	Completed
New Special Education Director hired	A new Special Education Director was hired who has a vast knowledge and experience with the alternate assessment. She will help guide MVCA on this topic this school year and help ensure we are following guidance from MDE.	11/13/2023	Completed
ISD Partner Activity	Met with Shelley Dickerson from OAISD to review students who were identified as part of the 1% CAP activity. We dug into the data for each student.	02/21/2023	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: Oak Park City School District

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

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

Data

Below are the 1% Participation Rates for Oak Park City School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1775	58	3.3
Mathematics	1777	58	3.3
Science	825	27	3.3
Social Studies	813	16	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:

Based on data from the 2022-23 school year, there were new students enrolled during the open enrollment window in the winter, and this can impact the numbers of students with IEPs who are testing in the spring. If students arrive with IEPs, the district will likely adopt the current IEP, and some students are scheduled to take the Alternate Assessment.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	2.5%%

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	1667
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	56
Projected Participation Rate for 2024	3.4%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Administrator	Review Flagged Students with Oakland Schools	04/26/2023	Completed
Ancillary & Instructional Staff	Staff Training for (New Staff) and Refresher Training (Staff Previously Trained) to focus on the State's Guidance and Requirements for taking an Alternate Assessment	02/29/2024	Planned
Ancillary & Instructional Staff	Checklist for Staff Use with IEPs to consider the three questions to determine if a student qualifies for the Alternate Assessment.	02/29/2024	Planned
Administration, Ancillary and Instructional Staff	Staff will engage in a student data review process, that includes analyzing all 56 students currently slated to take MI-Access in 2024, to ensure they meet eligibility criteria for participation, including evidence of a significant cognitive disability and review of previous performance results.	06/21/2024	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.

☒ Gender

Subject	Plan
English Language Arts	The district plans to carefully consider the data and assessment selection of the 46 male students, out of the 58 total students tested using the alternate assessment during the 22-23 school year.
Math	The district plans to carefully consider the data and assessment selection of the 46 male students, out of the 58 total students tested using the alternate assessment during the 22-23 school year.

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.

Student Level Data has been requested.
Professional Learning for building teams.

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: Oakside Prep 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 Oakside Prep Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	541	2	0.4
Mathematics	540	3	0.6
Science	171	2	1.2
Social Studies	172	2	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:

District percentage was over the 1% cap in Science and Social Studies. Of the 171 students that were tested in Science, 2 students took the alternative assessment in Science. Of the 172 students who were tested in Social Studies, 2 students took the alternative assessment in Social Studies. Additionally, 1 of the 2 students who took the alternative assessment in Science and Social Studies returned from a self-contained center program in November 2022. Upon this student's return, the IEP team reviewed student level data to determine appropriate learning standards. It was determined using data analysis, teacher input, classroom observation and current student performance that the student needed alternative learning standards (Essential Elements) and the MI-Access would be the appropriate state assessment.

2024 Projected Participation Rate

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

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	735
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	4
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
Special Education Administrator	Together, we reviewed and discussed the following Documents: Modified Curriculum consideration data analysis/intervention/data collection (only students on modified curriculum take the alternative state assessment) -review National Heritage Academies procedure/process -Review the following resources: "Should my student take the alternative assessment"-MDE Guidelines -Review MDE Assessment Selection Interactive Decision-Making Tool -Review MDE MI-Access Homepage (with links) -Review of MDE Guide to Michigan State Assessments	09/18/2023	Completed
Special Education Administrator	-Share 2023 state testing data report via email. In that email, include the document: "Alternative Assessment Guidance"- created discussion tool for leaders to review with IEP teams. Includes the above mentioned guidance documents and links to MDE resources	11/17/2023	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: Pontiac Academy for Excellence

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 Pontiac Academy for Excellence:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	270	6	2.2
Mathematics	269	5	1.9
Science	96	4	4.2
Social Studies	96	4	4.2

☒ 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:

IEP Teams determined that the identified students' disabilities impacted them across multiple life domains. The students also have significant cognitive disabilities which also affect their adaptive functions. Students' primary instruction are based on alternate content standards (such as the Essential Elements with Michigan Range of Complexity). The identified students also require extensive individualized instruction and/or supports.

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)	1.7%%

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	317
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate for 2024	0.9%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teacher/Staff	State assessment selection along with other special education compliance requirements were presented at an in-person professional development training.	08/29/2023	Completed
Special Education Teacher/Staff	Formal professional development on the state assessment selection tool. The tool was used to review each of the student's along with district and state data.	12/11/2023	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: Pontiac City School District

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

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

Data

Below are the 1% Participation Rates for Pontiac City School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1711	114	6.7
Mathematics	1767	114	6.5
Science	726	40	5.5
Social Studies	701	18	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

Please describe other justification:

None

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)	4.5%%

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	1942
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	109
Projected Participation Rate for 2024	5.6%

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
District Special Education Administrators, Leadership Team and District Assessment Coordinator	In collaboration with the district, the ISD reviewed the MDE-flagged student cases (per ISD Justification Feedback) to ensure students assigned Mi-Access met eligibility criteria for participation.	03/09/2023	Completed
District Special Education Staff (self-contained teachers and paras)	ISD Provision of Professional Development to Special Education Staff on eligibility criteria for alternate assessment selection.	04/05/2023	Completed
New Teacher Presentation - Special Education Teachers and Ancillary Staff	District Update and Refresher Professional Development - District Special Education Policies and Procedures District Manual (which includes District and State Selection Assessments)	08/21/2023	Completed
District Special Education Staff (all teachers, paras and ancillary staff)	MDE Online training for all staff as a refresher to ensure understanding of the Assessment Selection Guidelines. (https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html)	01/29/2024	Planned
District Special Education Administrator(s) and Leadership Team	Student Data Review - for students currently assigned MI-Access (particularly FI), review student level data to ensure they 1) have a significant cognitive disability, 2) are receiving primary instruction aligned to alternate standards, and 3) for those that "surpassed" - receive instructional changes that reflect higher set of standards.	02/16/2024	Planned
District Special Education Administrator and Leadership Team	Update implementation of district procedures to include the following: 1) Use the Interactive Decision Making Tool for every IEP in which MI-Access is being considered (https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html and 2) Use checklist that assures IEP Team consults relevant cognitive and adaptive assessment data (as well as previous assessment results) before selecting state assessment.	03/22/2024	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: Royal Oak 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 Royal Oak Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	2455	26	1.1
Mathematics	2457	26	1.1
Science	1103	10	0.9
Social Studies	1093	3	0.3

☒ 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 special education director is working with special educators to ensure students are taking the appropriate state testing. She is using guidance from MDE to support this effort. She is using the graphic to assist IEP teams with determining whether or not a student should take an alternate test. She also continues to include this information in the weekly staff updates as well as during late-start professional learning opportunities.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	2478
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	28
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
All Special Education Staff Updates	Weekly Update Correspondence that goes out to the entire special education department	11/29/2022	Completed
All Special Education Staff Update	Weekly Update Correspondence that goes out to the entire special education department	12/08/2022	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: Southfield Public 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 Southfield Public School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	2514	72	2.9
Mathematics	2517	70	2.8
Science	1067	23	2.2
Social Studies	1054	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

Please describe other justification:

No, the district did not operate a center based program serving both students within and or outside of the 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)	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	2557
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	107
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
IEP teams and district administration	Reviewed MDE flagged cases to ensure students assigned MiAccess met eligibility criteria and provided feedback to IEP teams based on the review.	04/27/2023	Completed
IEP teams and district administration	ISD provided professional development to caseload teachers and administration on eligibility for alternate assessment	09/20/2023	Completed
IEP teams and district administration	ISD provided professional development to caseload teachers and administration on eligibility for alternate assessment	10/18/2023	Completed
IEP teams	District will implement a flow chart questionnaire that will be required for each team to complete prior to determining assessment, this chart will mirror the Interactive Decision Making tool	01/08/2024	Planned
district administrators	Will review data and IEPs for all students taking alternate assessment to ensure that they meet the requirements of the alternate assessment (severe cognitive disability).	01/08/2024	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: Troy 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 Troy School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	6370	75	1.2
Mathematics	6451	75	1.2
Science	2792	28	1
Social Studies	2769	10	0.4

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Please describe other justification:

The district has had a significant increase in the number of students being served with complex needs. Annually our number of students enrolled who need a categorical placement (ASD program or Level IV program specifically) has increased as well as the number of programs we have in the district. Many of the students in these programs take the alternate assessment.

2024 Projected Participation Rate

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

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	6391
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	79
Projected Participation Rate for 2024	1.2%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☐ Yes ☒ No

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

☐ Yes ☒ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers	Using the MDE Decision Tree to determine which assessment is appropriate	01/17/2023	Completed
Special Education Department Head Meeting	Provided additional guidance around selection and specialized instruction for students with more significant needs.	01/24/2023	Completed
Special education monthly newsletter	Will provide guidance to staff on how to use the decision tree, provide guidance on communication with parents, and regarding	01/10/2024	Planned
Secondary Principals	Will communicate legal and logistical information around 1% for alternate assessments. Stressed the importance of individualized decisions and building level understanding for how to use the decision tree to ensure they can support their special education staff.	01/10/2024	Planned
Elementary Principals	Will communicate legal and logistical information around 1% for alternate assessments. Stressed the importance of individualized decisions and building level understanding for how to use the decision tree to ensure they can support their special education staff.	01/09/2024	Planned
Department Head Meeting	Will review guidance from MDE on selection and importance of using the decision tree, as well as ensuring all decisions are individually made based on data.	01/31/2024	Planned

Resources and Technical Assistance

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

☐ Yes ☒ No

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: Walled Lake 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 Walled Lake Consolidated Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	6345	105	1.7
Mathematics	6387	104	1.6
Science	2836	38	1.3
Social Studies	2810	14	0.5

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Please describe other justification:

The district continues to experience a high turn over in the number of staff in the Special Services Department.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	6309
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	105
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
Special Services Department	Oakland Schools ISD Alternate State Assessment Audit	03/23/2023	Completed
Special Services Staff/IEP Teams	Written procedure with training video and guidance documents	09/11/2023	Completed
Building Administrators	Complete a review PD module on alternate state assessment	01/31/2024	Planned
IEP Teams	Complete a review PD module on alternatate state assessment.	01/31/2024	Planned
Special Services Department	Oakland Schools ISD Alternate State Assesement Data Review of projected students to ensure they meet criteria for participation, including existence of a significant cognitive disability and consideration of previous performance data from the 2023 state assessments.	03/22/2024	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: Waterford 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 Waterford School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	3468	68	2
Mathematics	3468	72	2.1
Science	1549	29	1.9
Social Studies	1526	11	0.7

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

Contributing Factors

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

☐ Yes ☒ No

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

☒ Yes ☐ No

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

Assessment Data Table	Number
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	3468
Total Number of students tested with MI-Access in grades 3-8 and 11.	72
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).	6
Adjusted Total	3462
Adjusted Participation Number	66
Adjusted Rate	1.9%

Please describe other justification:

Adjusted Participation for all subject areas:

ELA – 1.79% (2022 1.8%)

Math – 1.91% (2022 1.9%)

Science – 1.55% (2022 1.7%)

Social Studies – 0.7% (2022 1.2%)

When adjusting our participation rate due to students from outside the district placed in the district's regional center-based program, our ELA and Math rates are the same as 2022. Our Science and Social Studies rates decreased from 2022. Our projected participation rate for 2023 was 1.8%, which is very close to the actual participation rate.

As indicated in our 2022 Justification Form, we provided intensive professional development and technical assistance to staff targeting student instruction and assessment selections decisions during the 2022-2023 school year. Professional learning included: the MI-Access training video from Oakland Schools, Assessment Selection Guidelines training from the MDE, Interactive Decision Making Tool from the MDE, and reviewing Michigan's Alternate Content Standards. Staff also analyzed MI-Access scores for students from the previous testing cycle.

We have already begun providing professional development regarding assessment selection for the 2023-2024 school year (see local plan below). Additionally, we will be providing training for building principals on the alternate assessment before the end of the calendar year. In addition to professional development, staff have already received student scores from the 2023 test cycle and are reviewing them to help make assessment selection decisions.

This year, we have also developed and shared a new Process for Consideration of the Alternate Assessment that teams must utilize when first considering the MI-Access for a student (i.e., 3rd grade, moving a student from M-STEP to MI-Access, etc.). We also encourage teams to use this process when considering moving a student from MI-Access to M-STEP. This year, we are also requesting that teams complete this process for students who do not appear to meet the state's criteria for participation in the MI-Access (i.e., do not appear to have a significant cognitive disability, spend the majority of their time in general education, etc.). The Process for Consideration of the Alternate Assessment emphasizes that all assessment decisions are ultimately made by the IEP Team, at the IEP meeting. The Waterford School District's Process for Consideration of the Alternate

Assessment includes the following components:

- **The process must be completed by a team, including a School Psychologist**
- **Prior to completing the review of data, teams must review the following resources:**
 - **Guidelines for Participation in MI-Access (MDE)**
 - **Michigan's Alternate Content Expectations/Essential Elements**
 - **Assessment Selection Guidelines Training (MDE)**
- **Teams must then review the student's file and provide evidence of the following:**
 - **Does the student have a significant cognitive impairment?**
 - **Does the student have a significant impairment in adaptive behavior/functioning in daily life domains of conceptual, social and practical skills?**
 - **Does the student have extensive support needs to demonstrate growth or to generalize learning across academic and life settings?**
 - **Is the majority of instruction and educational goals aligned with Michigan's Alternate Content Standards, the Essential Elements?**
 - **P**

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	3559
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	68
Projected Participation Rate for 2024	1.9%

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
SSS Administrators and Coordinators	Review with Oakland Schools Consultant student level cases that have been flagged for MI-Access participation.	03/01/2023	Completed
Teacher Consultants and Special Education Coordinators	Emails sharing training materials and MI-Access scores from 2022	01/10/2023	Completed
Teacher Consultants and Special Education Coordinators	Emails sharing training materials and MI-Access scores from 2022	01/11/2023	Completed

Audience	Topics and Method of Training	Date	Planned/Completed
Teacher Consultants and Special Education Coordinators	Emails sharing training materials and MI-Access scores from 2022	01/12/2023	Completed
Kettering High School Special Education Teachers	MI-Access training video from Oakland Schools, Assessment Selection Guidelines training from the MDE, Interactive Decision Making Tool from the MDE, Review Michigan's Alternate Content Standards, Review student level data by building.	01/12/2023	Completed
Mott High School Special Education Teachers	MI-Access training video from Oakland Schools, Assessment Selection Guidelines training from the MDE, Interactive Decision Making Tool from the MDE, Review Michigan's Alternate Content Standards, Review student level data by building	01/12/2023	Completed
Mason Middle School Special Education Teachers	MI-Access training video from Oakland Schools, Assessment Selection Guidelines training from the MDE, Interactive Decision Making Tool from the MDE, Review Michigan's Alternate Content Standards, Review student level data by building.	01/12/2023	Completed
Elementary Special Education Teachers	MI-Access training video from Oakland Schools, Assessment Selection Guidelines training from the MDE, Interactive Decision Making Tool from the MDE, Review Michigan's Alternate Content Standards, Review student level data by building.	01/12/2023	Completed
Pierce Middle School Special Education Teachers	MI-Access training video from Oakland Schools, Assessment Selection Guidelines training from the MDE, Interactive Decision Making Tool from the MDE, Review Michigan's Alternate Content Standards, Review student level data by building.	02/09/2023	Completed
Special Education Administrators	MI-Access Justification Information-Agenda Item Discussion at the Special Education Administrators of Oakland County meeting	10/13/2023	Completed
Special Education Administrators and Coordinators	MDE webinar-Justification Waiver Meeting	10/19/2023	Completed

Audience	Topics and Method of Training	Date	Planned/Completed
Teacher Consultants and Special Education Coordinators	Reviewed information from the MDE's webinar on participation in the alternate assessment.	10/25/2023	Completed
SE Coordinator and Oakland Schools Consultant Meeting	Clarification on Justification Information Meeting	10/25/2023	Completed
Teacher Consultants and Special Education Coordinators	Reviewed the MDE's webinar on participation in the MI-Access and information from Oakland Schools on participating in the MI-Access. Reviewed students taking MI-Access against the alternate assessment inclusion criteria. Also analyzed MI-Access scores from 2023.	11/17/2023	Completed
Speech and Language Pathologists	Reviewed Oakland Schools State Assessment presentation. Introduced the new Process for Consideration of the Alternate	11/07/2023	Completed
Kettering High School Special Education Teachers	Reviewed Oakland Schools State Assessment presentation. Introduced the new Process for Consideration of the Alternate Assessment. Analyzed student scores from the 2023 MI-Access	11/09/2023	Completed
Mott High School Special Education Teachers	Reviewed Oakland Schools State Assessment presentation. Introduced the new Process for Consideration of the Alternate Assessment. Analyzed student scores from the 2023 MI-Access.	11/09/2023	Completed
Mason Middle School Special Education Teachers	Reviewed Oakland Schools State Assessment presentation. Introduced the new Process for Consideration of the Alternate Assessment. Analyzed student scores from the 2023 MI-Access.	11/09/2023	Completed
Pierce Middle School Special Education Teachers	Reviewed Oakland Schools State Assessment presentation. Introduced the new Process for Consideration of the Alternate Assessment. Analyzed student scores from the 2023 MI-Access.	11/09/2023	Completed
Children's Village School Special Education Teachers	Reviewed Oakland Schools State Assessment presentation. Introduced the new Process for Consideration of the Alternate Assessment. Analyzed student scores from the 2023 MI-Access.	11/09/2023	Completed

Audience	Topics and Method of Training	Date	Planned/Completed
Elementary Special Education Teachers	Reviewed Oakland Schools State Assessment presentation. Introduced the new Process for Consideration of the Alternate Assessment. Analyzed student scores from the 2023 MI-Access.	11/09/2023	Completed
Mason Middle School CI Program Team	Reviewed Oakland Schools State Assessment presentation. Introduced the new Process for Consideration of the Alternate Assessment. Analyzed student scores from the 2023 MI-Access	11/10/2023	Completed
Kingsley Montgomery Special Education Teachers	Reviewed Oakland Schools State Assessment presentation. Introduced the new Process for Consideration of the Alternate Assessment. Analyzed student scores from the 2023 MI-Access.	12/07/2023	Planned
Elementary Principals	Review Oakland Schools State Assessment presentation. Introduced the new Process for Consideration of the Alternate Assessment. Analyzed student scores from the 2023 MI-Access.	12/11/2023	Planned
Middle School Principals	Review Oakland Schools State Assessment presentation. Introduced the new Process for Consideration of the Alternate Assessment. Analyzed student scores from the 2023 MI-Access. Review Oakland Schools State Assessment presentation. Introduced the new Process for Consideration of the Alternate Assessment. Analyzed student scores from the 2023 MI-Access.	12/11/2023	Planned

Audience	Topics and Method of Training	Date	Planned/Completed
High School Principals	Review Oakland Schools State Assessment presentation. Introduced the new Process for Consideration of the Alternate Assessment. Analyzed student scores from the 2023 MI-Access. Review Oakland Schools State Assessment presentation. Introduced the new Process for Consideration of the Alternate Assessment. Analyzed student scores from the 2023 MI-Access.	12/11/2023	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: West Bloomfield 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 West Bloomfield School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	2390	36	1.5
Mathematics	2396	38	1.6
Science	1139	22	1.9
Social Studies	1125	9	0.8

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Please describe other justification:

Not applicable

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	2403
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	35
Projected Participation Rate for 2024	1.5%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☐ Yes ☒ No

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

☐ Yes ☒ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Teachers of students taking alternative assessments	Training for MiAccess that outline the different assessments and which students are most appropriate.	02/07/2024	Planned
Psych, Testing Coordinator, Teacher Consultant	Develop a process to support Interactive Decision Making	01/24/2024	Planned
Special Education Teacher	Implement a process to assure IEPT is determining the most appropriate testing at an IEP meeting.	01/30/2024	Planned
Data Consultant	Review current students slated to take MI-Access To assure that there is evidence of a significant cognitive disability and that the students primary instruction is aligned to alternate standards, and that they are well matched instructionally based on previous state and district assessments	01/24/2024	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