

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

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

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

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

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
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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