

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

ISD Name: **St. Clair County RESA**

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 St. Clair County RESA:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	9949	181	1.8
Mathematics	9940	182	1.8
Science	4352	74	1.7
Social Studies	4314	44	1

Data	Total
Number of member districts/PSAs including the ISD	11
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)	6

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
11/03/2022	Held a Directors meeting and shared MDE OSE slide on timelines and procedures related to the 1% and Mi-Access Testing Window
12/01/2022	Completed 1% Justification forms together in the Directors meeting. Answered questions and provided staff with the data specific to their districts on who took an alternate assessment. Shared with the districts the areas that would be flagged by MDE. TA provided by monitors to all of the districts and supported completion of the form. Handed out the following items and provided links; Power-point on Completing the 1% Justification Form. Revised Draft Policy on Alternate Assessments 9.30.2019; Guidance for Completing IEPs related to the Alternate Assessment; and the Training Powerpoint on Alternate Assessment.
02/02/2023	Reviewed the following items and brainstormed with districts how to address the mechanism for training staff entering within the school year, "Significantly Cognitively Impaired" and the Emerging and Surpassing report for MI-Access students.
03/09/2023	Reviewed MDE OSE finding of not testing 95% of students. Reviewed process for how districts are ensuring that all special education students are being tested. Shared out the data from the state that highlighted districts and the areas that they were flagged with questions. Three districts identified in Tier 2 and were notified. Released all of the Guidance Documents again.
04/06/2023	Met with District directors and discussed connecting with Testing Coordinators to make sure that all students were scheduled to test. Found an error in one of our districts when reviewing the flagged students related to how the district was coding the Instructional Settings Code. Worked with all directors on ensuring that they had an understanding of how and when to use each of the codes.
12/07/2023	Completed the 1% Justification forms together in the Directors meeting. Reviewed the issues that could be flagged from MDE as indicated in previous year. TA provided by monitors to each of the districts as they completed the form. Lists of students tested and assigned to test were shared out. Some districts returning to their district to review IEP's. Discussed Tiers of support and provided MDS draft procedures related to the Tiers. Five districts flagged in the Tier II category.
01/10/2024	Met with county Superintendents and discussed the 1% Alternate testing. Confirmed still no waiver and flagged issues that could "red Flag" students. Discussed "Severly Cognitively Impaired" and time in general education. Also reviewed certifications and scores on Mi-Access. Encouraged all students to test.

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
Capac Community Schools	03/09/2023	Met with district and gave them the "red Flag" sheet and the students that were flagging. At that time we reviewed each student (following a directors meeting). District staff returned to the district to rehold two of the three IEP's. The last IEP that was flagging was an OHI student with health concerns that were causing a cognitive impairment. Questions arose about changing the certification to cognitive impairment. IEP team did not feel that it was a good representation for what was occurring for the student.
Port Huron Area School District	03/09/2023	Met with district following Directors Meeting. 11 of the students that were flagged on the form had an Instructional code that did not match what the students was receiving. SCCRESA worked with the district to determine what the error was and then how to address the concern. All of the codes for those students were reviewed and adjusted as needed. 8 other students were flagging 3 of the students had syndromes and were falling under OHI. The IEP team believes it is the correct certification. The other five students were all reviewed by the IEP team. Districts who had students that were flagging were asked to complete a disposition sheet on next steps. SCCRESA supported them in this process.
Yale Public Schools	03/09/2023	Met with District Director regarding the students that were flagging in Yale. Three students were identified. One of the students IEP was reconvened and the student is now LD with no alternative assessment. One student is OHI due to a diagnosis of cancer that has impacted the students cognition. The IEP team reconvened to determine if the certification should be change, he continues to qualify as an OHI student and have a cognitive issue. The final student is certifice CI and they do try to support interactions outside of the room. The IEP team did reconvene to look at this portion again.
Capac Community Schools	12/07/2023	During the December meeting Montiors worked with Capac area school districts. This district has undergone a change in their director. We spend time discussing this process and looking at what needed to occur in the district. We shared resoucrs again with the director and asked her to train staff again. The director has already gone back to the district and modified some of the IEP's. They do not believe that they will be over the 1% anymore.

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?

We would like some guidance from MDE on students that are qualifying under OHI due to a chromosomal or health program however are testing IQ wise in the cognitive impaired range. We have several in the county and the teams have stayed with the OHI certification and have not changed to CI as it is not a full representation of the student. These students are flagging. Any assistance in the area would be great.

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: **St. Clair County RESA**

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 St. Clair County RESA:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	43	43	100
Mathematics	43	43	100
Science	19	19	100
Social Studies	NA	NA	NA

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

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

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

Assessment Data Table	Number
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	39
Total Number of students tested with MI-Access in grades 3-8 and 11.	39
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).	39
Adjusted Total	0
Adjusted Participation Number	0
Adjusted Rate	0%

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	100%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	39
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	39
Projected Participation Rate for 2024	100%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Teachers	Training on Alternate Assessment, decision making tree, St. Clair RESA county guidance, and Woodland School Procedures	10/31/2023	Completed
Teachers and Therapist	Reviewed Alternate Assessment accommodations, grade levels, and Woodland School Procedures	11/16/2023	Completed
Specific Teachers	Email was sent with data from previous years assessment and a reminder to hold IEP or amendment based on this data.	11/27/2023	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: **Capac 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 Capac Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	347	5	1.4
Mathematics	347	5	1.4
Science	181	2	1.1
Social Studies	181	2	1.1

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

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Please describe other justification:

Being such a small district, our size is a disadvantage. We have a high number of special education students eligible under the eligibility of CI. However, we reviewed and adjusted our practices.

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	482
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate for 2024	0.6%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers of Extended Resource Rooms	One-on-one discussion regarding alternate assessments; 2 teachers at our district	12/08/2023	Completed
Special Education Department Head	Special Education director met with the department head to discuss the MDR protocol for alternate testing.	01/12/2023	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: East China 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 East China School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1856	29	1.6
Mathematics	1855	29	1.6
Science	835	7	0.8
Social Studies	833	6	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:

The East China School District has students with disabilities that range from multiply impaired, moderate and mild cognitive impairments, various spectrum of Autism abilities. Our district receives students through school of choice from surrounding school district that do not provide specialized programs within our area, which increases the number of special education students in our district.

2024 Projected Participation Rate

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

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	1841
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	33
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 Staff	Special Education Department Meeting - Back to School - Welcome	08/31/2023	Completed
Teacher Consultant Meeting	Teacher Consultant Meeting	09/07/2023	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: Marysville 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 Marysville Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1391	16	1.2
Mathematics	1392	16	1.1
Science	584	2	0.3
Social Studies	583	1	0.2

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:

Our District assesses about 1,500 students for statewide assessments. We do not operate a center-based program.

2024 Projected Participation Rate

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

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	1441
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	20
Projected Participation Rate for 2024	1.4%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Department	Medicaid Training and SE Dept question/answer regarding IEP compliance	01/16/2023	Completed
Special Education Department	B13, IEP compliance, State assessments/MIAccess, REEDs, Notice, LRE, Supports, Illuminate, Documentation	03/08/2023	Completed
Superintendent, Building Administrators	Clarification on Guidelines for Participation in MI-Access Should My Student Take the Alternative Assessment and the Interactive Decision-Making Tool. These items are currently utilized by our Staff in Special Education to make IEP team assessment decisions.	09/15/2023	Completed
Special Education Department	Clarification on Guidelines for Participation in MI-Access Should My Student Take the Alternative Assessment and the Interactive Decision-Making Tool. These items are currently utilized by our Staff in Special Education to make IEP team assessment decisions.	12/15/2023	Completed
Special Education Department	IEP Compliance, Educational Decisions, Alternative Assessments, LRE, Modifications vs. Differentiation, Documentation	10/18/2023	Completed
Exec. Dir of Spec Ed and St/Fed Prog and Ex. Dir. Curr Ass and Inst.	Policy and Procedure Meeting regarding assessment decisions	12/06/2023	Completed
Special Education Department	Policy and Procedure Meeting regarding assessment decisions	01/15/2024	Planned

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

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

Member District: Port Huron 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 Port Huron Area School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	3709	69	1.9
Mathematics	3700	70	1.9
Science	1591	36	2.3
Social Studies	1576	27	1.7

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

Contributing Factors

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

Yes No

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

Yes No

Please describe other justification:

The district has seven self-contained cognitively impaired programs at the elementary level, four at the middle school level and five at the high school level. Students in these programs are not exposed to the general education curriculum. Students in these programs may take the alternative assessments or a combination of alternative assessments and general education assessments based upon their individual student performance data, previous assessment scores/data and as determined by the IEP team when using the alternative assessment tool.

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	3696
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	79
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
Special Education Teachers and Service Providers	Professional development to special education staff on using the flowchart and the alternative assessment tool and Illuminate tile for assessment selection/determination for the individual student.	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: Yale 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 Yale Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	909	13	1.4
Mathematics	910	13	1.4
Science	412	6	1.5
Social Studies	412	6	1.5

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

Contributing Factors

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

Yes No

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

Yes No

Please describe other justification:

The district does have a self-contained CI program. Only students that are cognitively impaired or function as if they have a significant cognitive impairment are designated to take an alternate assessment. the district has taken measures over the last few years to ensure proper designation of students taking 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)	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	920
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	11
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
Designated case managers	Meeting to discuss caseload students to determine need for re-evaluation for appropriate certification and determination of appropriate programs and services. These meeting were held individually caseload providers during last school year.	01/31/2023	Completed
Self-contained classroom teachers and caseload managers	In person department meeting to review and discuss student outcomes and plans for next school year regarding students taking alternate assessment.	05/31/2024	Planned

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No