

## Justification Forms Summary Report Directions

This document provides an index of Justification Forms separated by ISD and the ISD's Member Districts. The index acts as a Table of Contents so you can easily navigate this PDF. To enable this feature, go to the "View" tab in your PDF viewer application menu bar and look for the option to show or enable the Bookmarks Panel. Once enabled, the Bookmarks panel should appear on the left side of the screen in the navigation pane. Some applications may require you to press the "Bookmarks" icon in the navigation panel to open the Bookmarks panel. Once the Bookmarks panel is open, click a district name to advance you to that district's justification form within the document. For additional assistance, contact the Catamaran Help Desk at [help@catamaran.partners](mailto:help@catamaran.partners) or 877-474-9023 (Toll Free).



# Exceeding 1% Cap on Participation in State Alternate Assessment Intermediate School District (ISD) Summary Justification Form FY 2019-2020

## **ISD Name: Shiawassee Regional ESD**

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 2019 using MI-Access.

Please do not submit any student identifiable information with this form.

### **Data**

Data	Total
Number of member districts/PSAs including the ISD (only if the ISD runs internal programs)	9
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 2019 using MI-Access (in grades 3-8 and 11)	4

### **Technical Assistance and Professional Development**

**Tier I:** Please provide a summary of technical assistance and/or professional development provided as a result of feedback from MDE regarding the 2019 test year data and justification form review. Include any professional development and targeted assistance the ISD offered to all member districts, provided by MDE and/or the ISD and MDE together.

Date Occurred	Summary of Technical Assistance and/or Professional Development
09/16/2019	Shared decision making tools with parents at the PAC meeting.
10/16/2019	RESD reviewed Decision Making Flow, provided Interactive Decision Making website to member District staff and teachers

**Tier II/III:** Please provide a summary of technical assistance and/or professional development provided as a result of feedback from MDE regarding the 2019 test year data and justification form review. Include professional development and technical assistance the ISD provided for each specific member district that was flagged for disproportionality regarding assessment participation. Include technical assistance or professional development provided by MDE and/or the ISD and MDE together.

Member District	Date Occurred	Summary of Technical Assistance and/or Professional Development
Owosso Public Schools	09/16/2019	Shared decision making tools with parents at the PAC meeting  Reviewed with IEP teams to disseminate assessment guidelines prior to holding IEP
New Lothrop Area Public Schools	10/16/2019	RESA reviewed Decision Making Flow, provided Interactive Decision Making website to member District staff and teachers
Corunna Public Schools	10/16/2019	Discussed the need for additional training on the use of the decision making flow charts for individual students with emphasis on those students taking the Functional Independence Assessment.

What resources or support is needed from MDE for the ISD to carry out the plan?

*On going guidance on decision making for alternative assessments.*

## 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 2019-2020

## Member District: **Shiawassee Regional ESD**

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 MDE.

Please do not submit any student identifiable information with this form.

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	65.9	74.4	64.9	-
Mathematics	66.7	75.6	64.5	-
Science	N/A	N/A	N/A	N/A
Social Studies	28.6	46.7	23.5	-

## Professional Development Provided

Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions?

Yes    No

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation from January 1, 2019 to present.

Audience	Date Occurred	Topics and Method of Training	Delivered by
Teachers	10/16/2019	Review of Decision Making Flow, Provided Interactive Decision Making website	ISD Staff
Parents	11/06/2019	Review of alternative assessments and decision making procedures	ISD Staff

## Contributing Factors

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

- Yes  No

Select the option that applies:

- Fewer than 8 students took MI-Access.  8 or more students took MI-Access.

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

- Yes  No

Utilizing the Alternate Assessment data reports, complete the following table.

Assessment Data Table	Number
Total Number of students tested overall	94
Total Number of students tested with MI-Access	61
Students in center-based program from outside district	94
<b>Adjusted Total</b>	0
<b>Adjusted Participation Number</b>	0
<b>Adjusted Rate</b>	0%

Is there other justification to provide?

- Yes  No

Please describe other justification:

*The Shiawassee RESD operates center-based programming for all eight districts within Shiawassee County. The programs that are operated consist of students with severe emotional impairments, severe cognitive impairments, moderate cognitive impairments, students with multiple impairments, students with autism and students with traumatic brain injuries. This list is not all inclusive of the impairments but it provides a description of the level of students that is in the center-based programs. The staff in out center-based programs allow the data and IEP team to determine the assessment that will be used for each individual student. The state guidelines are utilized as one tool when having the discussion around appropriate assessments. The Shiawassee RESD is very cognizant of the different assessments and make the best and what we feel is most appropriate decision for each individual. I would suspect due to the nature of the center-based programs this will continue to exceed the 1%.*

## 2020 Projected Participation Rate

Using the Michigan School Data System (MSDS) and current data, complete the following table to calculate the 2020 projected participation rate.

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	100
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	46
<b>Projected Participation Rate</b>	46%

## Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction. At least one local development plan must be submitted to proceed.

Audience	Topics and Method of Training	Date
LEA Special Education Staff; SRESA Staff; General Education Teachers; LEA Administrators	Decision Making Tool Google Presentation Online	10/15/2020

## 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 2019-2020

## Member District: **Byron Area Schools**

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

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

Please do not submit any student identifiable information with this form.

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
<b>English Language Arts</b>	1.2	0.7	0.5	-
<b>Mathematics</b>	1	0.9	0.5	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0.4	0	0.9	+





# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## Member District: Durand Area Schools

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

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

Please do not submit any student identifiable information with this form.

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.6	0.7	0.7	No change
Mathematics	0.6	0.7	0.7	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0.6	0.9	1	+



# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## Member District: Laingsburg 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 MDE.

Please do not submit any student identifiable information with this form.

### Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.2	0.2	0.2	No change
Mathematics	0.2	0.2	0	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.4	0.4	0	-



# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## Member District: **Morrice Area Schools**

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

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

Please do not submit any student identifiable information with this form.

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
<b>English Language Arts</b>	2.9	3.4	3	-
<b>Mathematics</b>	2.9	3.4	3	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	1.9	4.2	1.8	-

## Professional Development Provided

Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions?

- Yes     No

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation from January 1, 2019 to present.

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education teachers and IEP team	10/21/2019	Face to Face training with overview of IEP and explanation and discussion of MDE flowchart and guidelines for determining assessment.	ISD Staff
Special Education teachers	02/08/2019	Webinar access to all special education teachers in the district.	MDE

## Contributing Factors

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

Yes  No

Select the option that applies:

Fewer than 8 students took MI-Access.  8 or more students took MI-Access.

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

Yes  No

Is there other justification to provide?

Yes  No

Please describe other justification:

*Each IEP team looked at the guidelines and flowchart when determining appropriate assessment. The students that were assessed using MI-Access were students with cognitive impairments or students that function As If cognitively impaired. They are students being taught by alternate standards.*

## 2020 Projected Participation Rate

Using the Michigan School Data System (MSDS) and current data, complete the following table to calculate the 2020 projected participation rate.

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	264
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	8
<b>Projected Participation Rate</b>	3%

## Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction. At least one local development plan must be submitted to proceed.

Audience	Topics and Method of Training	Date
Special Education teachers in Morrice	Provide face to face training on guidelines	09/14/2020
New Special Ed teachers in Morrice	Access to MDE on line training for new teachers	04/30/2020

## 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 2019-2020

## Member District: New Lothrop Area 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 MDE.

Please do not submit any student identifiable information with this form.

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.1	0.9	0.7	-
Mathematics	1.1	0.9	0.7	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	0.5	1	+



# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## **Member District: Perry 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 MDE.

Please do not submit any student identifiable information with this form.

## **Data**

Please indicate the 1% participation rate data:

<b>Content Area</b>	<b>Spring 2017 Participation Rate</b>	<b>Spring 2018 Participation Rate</b>	<b>Spring 2019 Participation Rate</b>	<b>Change</b>
<b>English Language Arts</b>	1.5	1.4	0.9	-
<b>Mathematics</b>	1.7	1.6	0.7	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	1.7	1.9	0	-



# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## Member District: Corunna 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 MDE.

Please do not submit any student identifiable information with this form.

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	2.3	1.2	1.1	-
Mathematics	2.9	1.5	1	-
Science	N/A	N/A	N/A	N/A
Social Studies	2	1.7	1.2	-

## Professional Development Provided

Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions?

Yes  No

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation from January 1, 2019 to present.



Audience	Date Occurred	Topics and Method of Training	Delivered by
district special education teachers	02/08/2019	District-wide special education meeting to talk about testing and testing determination at IEPs. Teachers were given the MI Access determination flow chart that was shared from the state, mandated testing grades were shared, and alternate standards were shared.	District Staff
MS Self-contained math teacher	08/19/2019	Alternate standards were shared with her and conversations regarding the need for alternate standards to be the driving force behind instruction for all students taking MI-Access (all of whom would be in her class)	District Staff

### 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 significant cognitive impairments (serving students from in and outside of the district within a region or ISD)?

- Yes  No

Is there other justification to provide?

- Yes  No

Please describe other justification:

*All decisions regarding state testing are made during IEP team meetings by the IEP team. The team does not take the decision lightly and while all things are considered to look at the child as a whole, the determination is not made based on the student's eligibility. It is always based on the instruction the student receives and what the assessment the team determines most closely matches his/her daily instruction and assessment in the classroom.*

### 2020 Projected Participation Rate

Using the Michigan School Data System (MSDS) and current data, complete the following table to calculate the 2020 projected participation rate.

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	910
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	21
<b>Projected Participation Rate</b>	2.3%

## Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction. At least one local development plan must be submitted to proceed.

Audience	Topics and Method of Training	Date
special education teachers	In person training on assessment selection using the flowchart provided by MDE. Also, opportunities for teachers who have students they believe should be assessed using the alternate assessment, we will take time to go through the alternate standards together to ensure that it closely aligns with the instruction and assessment those students receive on a regular basis. These will happen throughout the month of February at each of the 3 levels (elementary, middle school, and high school)	02/21/2020

## 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

**District Comments**

*Corunna Public Schools takes this issue very seriously and has targeted training with special education teachers regarding state assessments every year. There are also additional less formal conversations throughout the year between teachers and the district special education facilitators as well as the SRES staff. The IEP team always has the final determination regarding what is best for individual students; however, we believe that it is necessary for all of our special education teachers to be knowledgeable about the different assessment options as well as the state's criteria for students being assessed by the different assessments. That way they can be the experts facilitating the conversation and bringing all available evidence to the team prior to the team making the decision.*



# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## Member District: **Owosso 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 MDE.

Please do not submit any student identifiable information with this form.

### Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
<b>English Language Arts</b>	2.8	2.5	1.8	-
<b>Mathematics</b>	2.7	2.3	1.7	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	2.5	1.5	1.1	-

### Professional Development Provided

Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions?

- Yes     No

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation from January 1, 2019 to present.

Audience	Date Occurred	Topics and Method of Training	Delivered by
Elementary SP Ed Teachers	11/20/2019	Rubric usage for determining testing	ISD Staff
Elementary and Secondary Teachers	02/08/2019	Rubric usage and discussion for determining appropriate test	ISD Staff

## 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 significant cognitive impairments (serving students from in and outside of the district within a region or ISD)?

Yes  No

Is there other justification to provide?

Yes  No

Please describe other justification:

*Owosso, as the largest district in the county, is able to offer a continuum of programs and services to their special education population. Our district works very closely with the Shiawassee Regional Educational Service District (SRES) to provide trainings, IEP writing, PD and data reviews. Our district trains in-house in identifying the most appropriate tests for the students we serve. Our teachers are given time, and support from our regional supervisor, to analyze data (at least 3 times each year). Our evidence shows that Owosso Public Schools continues to monitor the data from alternative assessments and move to state testing as determined appropriate. Our alternative assessments have declined again over the past year.*

## 2020 Projected Participation Rate

Using the Michigan School Data System (MSDS) and current data, complete the following table to calculate the 2020 projected participation rate.

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	1569
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	26
<b>Projected Participation Rate</b>	1.7%

## Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction. At least one local development plan must be submitted to proceed.

Audience	Topics and Method of Training	Date
Sp Ed teachers, administrators	specialized instruction, use of assessment data, goal writing	05/27/2020

## 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

## District Comments

*The district works closely with the RESD to ensure students are appropriately placed with assessments.*