



# Exceeding 1% Cap on Participation in State Alternate Assessment Intermediate School District (ISD) Summary Justification Form FY 2021-2022

## **ISD Name: Iosco 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 2021 using MI-Access.

## **Data**

Below are the 1% Participation Rates for Iosco RESA:

| <b>Content Area</b>          | <b>Total Tested</b> | <b>Alternate Tested</b> | <b>Spring 2021 Participation Rate</b> |
|------------------------------|---------------------|-------------------------|---------------------------------------|
| <b>English Language Arts</b> | 1596                | 29                      | 1.8                                   |
| <b>Mathematics</b>           | 1590                | 28                      | 1.8                                   |
| <b>Science</b>               | 631                 | 11                      | 1.7                                   |
| <b>Social Studies</b>        | 637                 | 12                      | 1.9                                   |

| <b>Data</b>   | <b>Total</b> |
|---|--------------|
| Number of member districts/PSAs including the ISD (only if the ISD runs internal programs)  | 6            |
| 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 2021 using MI-Access (in grades 3-8 and 11) | 6            |

## 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 2021 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   |
|---------------|---|
| 11/18/2020    | State Testing- Technical Assistance<br>Decision-Making Tool: <a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html</a><br><a href="https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html">https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html</a> |

**Tier II/III:** Please provide a summary of technical assistance and/or professional development provided as a result of feedback from MDE regarding the 2021 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   |
|---|---------------|---|
| Alternative Educational Academy of Iosco County | 11/17/2021    | Decision-Making Tool:<br><a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html</a><br><a href="https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html">https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html</a> |
| Hale Area Schools                               | 11/17/2021    | Decision-Making Tool:<br><a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html</a><br><a href="https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html">https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html</a> |
| Oscoda Area Schools                             | 11/17/2021    | Decision-Making Tool:<br><a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html</a><br><a href="https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html">https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html</a> |
| Tawas Area Schools                              | 11/17/2021    | Decision-Making Tool:<br><a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html</a><br><a href="https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html">https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html</a> |
| Whittemore-Prescott Area Schools                | 11/17/2021    | Decision-Making Tool:<br><a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html</a><br><a href="https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html">https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html</a> |

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

*The ISD feels that districts are better equipped with the Decision-Making Tool and know how to utilize it.*

## **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 2021-2022

## Member District: **Iosco 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 Iosco RESA:

| Content Area                 | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|------------------------------|--------------|------------------|--------------------------------|
| <b>English Language Arts</b> | 15           | 15               | 100                            |
| <b>Mathematics</b>           | 15           | 15               | 100                            |
| <b>Science</b>               | 4            | 4                | 100                            |
| <b>Social Studies</b>        | 6            | 6                | 100                            |

## 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 for the 2020-2021 school year.

| Audience  | Date Occurred | Topics and Method of Training  | Delivered by   |
|---|---------------|--|----------------|
| Service Providers, Spec Ed Teachers, Administrators | 01/20/2021    | Projections- % of students taking alternative assessments in Catamaran | ISD Staff      |
| Service Providers, Spec Ed Teachers, Administrators | 01/20/2021    | Projections- % of students taking alternative assessments in Catamaran | District 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                | 15     |
| Total Number of students tested with MI-Access         | 15     |
| Students in center-based program from outside district | 15     |
| <b>Adjusted Total</b>                                  | 0      |
| <b>Adjusted Participation Number</b>                   | 0      |
| <b>Adjusted Rate</b>                                   | 0%     |

## 2022 Projected Participation Rate

| Projected Participation Rate 2021  | Number |
|--|--------|
| District's Projected Participation Rate for 2021<br>(per the response on the 2020 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 2022 projected participation rate.

| Projected Participation Rate 2022   | Number |
|---|--------|
| Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11  | 25     |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 25     |
| <b>Projected Participation Rate for 2022</b>  | 100%   |

## 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.

| Audience | Topics and Method of Training  | Date       |
|----------|--|------------|
| Teachers | The ISD runs a center-based program for moderate and severe cognitively impaired students. The following training is given annually.<br><a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html</a><br><a href="https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html">https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html</a> | 01/14/2022 |

## 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

# Oscoda Area Schools (35010)

## Instructions

This page uses data entered by Oscoda Area Schools (35010) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

## Data

Below are the 1% Participation Rates for Oscoda Area Schools (35010):

| Content Area          | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 517          | 6                | 1.2                            |
| Mathematics           | 517          | 5                | 1                              |
| Science               | 199          | 3                | 1.5                            |
| Social Studies        | 197          | 1                | 0.5                            |

## Professional Development Provided

| Question  | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience            | Date Occurred | Topics and Method of Training                     | Delivered by   |
|---------------------|---------------|---|----------------|
| HS Staff            | 3/19/2021     | Testing procedures/protocols for HS state testing | District Staff |
| 4th Grade Staff     | 1/15/2021     | Testing procedures/protocols                      | District Staff |
| 5th/6th Grade Staff | 1/20/2021     | Testing procedures/protocols                      | District Staff |
| 3rd Grade Staff     | 1/21/2021     | Testing procedures/protocols                      | District Staff |
| Admin Training      | 2/17/2021     | State Assessment Training                         | MDE            |

## Contributing Factors

| Question   | Yes                   | No                               |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access.  | <input type="radio"/> | <input type="radio"/>            |
| 8 or more students took MI-Access.   | <input type="radio"/> | <input type="radio"/>            |

| Question   | 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)? | <input type="radio"/> | <input checked="" type="radio"/> |

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

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

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

For last year for Covid, students were not required to come into the building to take the state assessment, but we were still above the 500 student mark for testing. Our students who took the MI Access last year had it written in their plans for them to take the assessment. If they were online only students they were not required to come in and complete this assessment per the



MI-Access last year had it written in their plans for them to take the assessment. If they were online only students they were not required to come in and complete this assessment per the state of Michigan guidelines.

Please describe other justification:

We did not test fewer than 500 students last year and we do not operate a center-based program.

## 2022 Projected Participation Rate

| Projected Participation Rate 2021  | Number |
|--|--------|
| District's Projected Participation Rate for 2021<br>(per the response on the 2020 alternate assessment projected participation form) | 1%     |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022   | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11  | 600    |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 5      |
| Projected Participation Rate for 2022   | 0.8%   |

## 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.

| Audience                        | Topics and Method of Training  | Date     |
|---------------------------------|--|----------|
| Testing Coordinator             | State Testing Training   | 2/7/2022 |
| Individual Grade Level Meetings | Meetings with individual grade levels will take place to go over procedures and protocols. This will happen in February. | 2/8/2022 |

## Disproportionality

| Question   | Yes                   | No                               |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

## Resources and Technical Assistance

| Question   | Yes                   | No                               |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

## Assurances

Please provide the following assurances.

| Question  | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment.              | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment.                         | <input checked="" type="radio"/> | <input type="radio"/> |

## District Comments

On my side it shows the data table and the contributing factors are completed. The data table generated for me.

On my side I see it all completed and in the download form it appears it is as well. I can send the download form to see if you see anything I am missing.

**ISD Comments**

(required if ISD is returning to district for modifications)

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Good Morning, Before I can submit this, the assessment data table info and the contributing factors needs to be filled in. Thank you! Those 2 sections are still not complete.

# Whittemore-Prescott Area Schools (35040)

## Instructions

This page uses data entered by Whittemore-Prescott Area Schools (35040) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

## Data

Below are the 1% Participation Rates for Whittemore-Prescott Area Schools (35040):

| Content Area          | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 318          | 6                | 1.9                            |
| Mathematics           | 316          | 6                | 1.9                            |
| Science               | 116          | 2                | 1.7                            |
| Social Studies        | 119          | 3                | 2.5                            |

## Professional Development Provided

| Question  | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience                   | Date Occurred | Topics and Method of Training  | Delivered by   |
|----------------------------|---------------|--|----------------|
| Special Education Teachers | 12/16/2021    | Information provided to staff regarding the 1% cap. The team brainstormed ideas that would result in a smaller percentage.           | District Staff |
| Special Education Teachers | 10/5/2021     | Discussed ways that more students could be exposed to the general education curriculum to take standardized general education tests. | District Staff |

## Contributing Factors

| Question   | Yes                   | No                               |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access.  | <input type="radio"/> | <input type="radio"/>            |
| 8 or more students took MI-Access.   | <input type="radio"/> | <input type="radio"/>            |

| Question   | 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)? | <input type="radio"/> | <input checked="" type="radio"/> |

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

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

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

Students are especially struggling overall and requiring students who have very limited access to the general education curriculum to participate in a general education assessment would not be appropriate.

Please describe other justification:

Due to the number of students that participate in the Cognitive Impairment Program that is only exposed to the general education curriculum a very limited amount, it would be most appropriate for them to participate in the Alternative Assessment.

## 2022 Projected Participation Rate

| Projected Participation Rate 2021  | Number |
|--|--------|
| District's Projected Participation Rate for 2021<br>(per the response on the 2020 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 2022 projected participation rate.

| Projected Participation Rate 2022   | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11  | 340    |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 8      |
| Projected Participation Rate for 2022   | 2.4%   |

## 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.

| Audience                   | Topics and Method of Training   | Date      |
|----------------------------|---|-----------|
| Special Education Teachers | Discussing and planning to adjust the current program procedures. It would be beneficial for students to spend more time in the general education curriculum with their same aged peers. This would allow more exposure to the general education curriculum so that they can take the general education assessment. | 1/20/2022 |
| Special Education Teachers | Establishing early interventions at the elementary school to help students be able to be socially participate in the general education curriculum appropriately, allowing for more exposure to the general education curriculum with a result of taking standardized general education tests.                       | 2/1/2022  |

## Disproportionality

| Question   | Yes                   | No                               |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

## Resources and Technical Assistance

| Question   | Yes                   | No                               |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

## Assurances

Please provide the following assurances.

| Question  | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment.              | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment.                         | <input checked="" type="radio"/> | <input type="radio"/> |

## District Comments

It is a team discussion at every IEP regarding what assessment each student with an IEP will participate in.

## ISD Comments

(required if ISD is returning to district for modifications)

