

## 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: Alpena-Montmorency-Alcona 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)	5
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)	5

## **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
10/07/2019	ISD Special Education Administrators provided technical assistance to all local districts, including the ISD center-based program, in review of the Needs Determination that was communicated from MDE at the beginning of the 2019 - 2020 school year. Additionally, technical assistance was provided on the Decision-Making tool. ISD special education administrators also attended/co-facilitated LEA special education department meetings throughout the course of the 2019 - 2020 school year and gave information and professional development on this and related special education topics.

**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
Alpena Public Schools	11/01/2019	Provided professional development to LEA special education staff on Mi-Access and 1% requirement. This was further supported on 1/20/2020 with additional training on their district PD day. Additionally, provided technical assistance in data review process regarding 1% and state assessments with special education leadership on 1/9/2020.
Alcona Community Schools	11/18/2019	ISD reviewed the decision-making tool with special education department (inclusive of all special education teachers).
Hillman Community Schools	02/10/2020	Reviewed documents ( e.g. Decision-Making Tool) at special education department meeting as well as regional continuous school improvement monthly meetings.
Atlanta Community Schools	02/10/2020	Reviewed documents ( e.g. Decision-Making Tool) at special education department meeting as well as regional continuous school improvement monthly meetings.

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

*Further communication and clarification between MDE, Catamaran, and the ISD on the release of the 1% data to support the justification process and related activities. It was challenging to connect with the appropriate individuals at MDE and Catamaran to identify how to find the data for our LEAs and program.*

## **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: Alpena-Montmorency-Alcona 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:

<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>	100	100	100	No change
<b>Mathematics</b>	100	100	100	No change
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	100	100	100	No change

### **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	02/27/2020	Guidance documents provided	ISD Staff
administrator	02/27/2020	Review of guidance documents as a staff to promote appropriate level of state assessment recommendation for students	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	17
Total Number of students tested with MI-Access	17
Students in center-based program from outside district	0
<b>Adjusted Total</b>	17
<b>Adjusted Participation Number</b>	17
<b>Adjusted Rate</b>	100%

Is there other justification to provide?

- Yes    No

## 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	13
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	13
<b>Projected Participation Rate</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. At least one local development plan must be submitted to proceed.

Audience	Topics and Method of Training	Date
Special Education Teachers	Review of guidance documents at staff meeting	02/27/2020
Administrator	Review of guidance documents at staff meeting	02/27/2020

## 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





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

## Member District: Alcona 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	1.8	1.6	0.3	-
Mathematics	1.8	1.6	0.8	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.3	0.6	2.1	+

## 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
Special Education Teachers	11/11/2019	Alternative Testing Training via PP presentation.	District Staff
Special Education Teachers	11/18/2019	Should My Student Take the Alternative Assessment? MDE Guidelines PDF	ISD Staff
Special Education Teachers	03/08/2019	Staff Meeting: Informational meeting concerning topics of Alternative Assessment/ Review of February 7th, Spotlight on Student Assessment and Accountability/Grade 8 PSAT/MIAccess	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

Is there other justification to provide?

- Yes  No

## 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	496
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	6
<b>Projected Participation Rate</b>	1.2%

## 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 Ed Teachers/Admin.	Alternative Testing /MDE guidelines	02/28/2020
Special Ed. Teachers/Admin/Other pertinent staff	Alternative Testing/MDE guidelines	09/04/2020

**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**

*As new special education staff are added, training and information will be provided for up to date assurance of compliance to MDE Alternative Testing guidelines.*



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

## Member District: Alpena 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	3.2	2.4	1.6	-
Mathematics	2.8	2.5	1.7	-
Science	N/A	N/A	N/A	N/A
Social Studies	3.2	2.2	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.

<b>Audience</b>	<b>Date Occurred</b>	<b>Topics and Method of Training</b>	<b>Delivered by</b>
K-12 Special Education Teachers	01/21/2019	MDE Alternative Assessment Training Module	District Staff
K-12 Special Education Teachers	11/01/2019	Meeting to discuss the goal of reducing percentage of students taking MI-Access in APS in order to be in compliance. Planning for MI-Access data review.	District Staff
K-12 Special Ed Leadership Team	01/09/2020	Design of data analysis. Created a report from Illuminate DnA analyze trends in MI-Access performance as well as review of primary disability. For each student, the team made a recommendation based on performance in MI-Access Functional Independence and primary disability. We recommended that 7 students be moved to M-STEP.	District Staff
K-12 Special Education Teachers	01/20/2020	Teachers reviewed recommendations from SE Leadership Team. For the students who were moved to M-STEP, appropriate IEP amendments were made in time for 2020 state testing window.	District Staff
Families of students who have IEPs	02/18/2020	At each initial IEP for a student meets the MI-Access criteria set forth by MDE, parents are given information on alternative state testing and questions are answered on a case-by-case basis. (This states February 18 in the date column. However, this is an ongoing practice )	Other District and 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:

*The performance and primary disability was reviewed for each student who was scheduled to take MI-Access. If the student was taking the Functional Independence (FI) sub-test and reached Attained or Surpassed as a trend, they were moved to M-STEP or PSAT.*

- 10 Students met this criteria in Math with primary disabilities in CI and SLD, and 10 student met this criteria in ELA with primary disabilities in CI, EI, SLD, and ASD.*

*If the student was taking FI and had reached Attained or Surpassed but it was not a solid trend, we asked the teachers to review whether or not to move them to M-STEP or PSAT.*

- 4 students met this criteria in ELA with the primary disabilities of ASD & CI, 6 students met this in Math with the primary disabilities of OHI, CI, EI, and ASD.*

*If the student did not meet Attained or Surpassed at all, it was recommended that they continue with MI-Access.*

- 12 students met this criteria in Math with the disabilities of CI, ASD, and one OHI, 13 met this criteria in ELA with the disabilities of CI, ASD, OHI, and EI.*

*We had one CI student who we moved from P/SI to FI due to performance trends.*

*We applied the MDE flowchart to our current 3rd graders. Five students met the criteria for MI-Access with primary disabilities of CI and ASD.*

*Upon analysis of our CI percentages compared to the state average, Alpena Public Schools is above the state average in our number of students who are identified as CI. This contributes to our struggle to get below the 1% cap. However, I am encouraged by the number of students we moved to traditional state testing for 2020. This will support our trend towards meeting the 1% cap.*

[MI-Access Report](#)

## **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.

<b>Projected Participation Rate</b>	<b>Number</b>
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	1588
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	23
<b>Projected Participation Rate</b>	1.4%

## 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. At least one local development plan must be submitted to proceed.

Audience	Topics and Method of Training	Date
K-12 Special Education Teachers	APS has conducted extensive training on how to determine if a child meets the criteria for the state's alternative assessment. The issue was not placement of new students, it was revisiting our students who were previously placed in MI-Access without using MDE's Flowchart. What allowed us to make significant progress this year was when we did a data dig on our current MI-Access students. We will continue to monitor student performance to determine placement in M-STEP each year in order to get closer to the 1% cap. We feel that with our extensive analysis, the students who remain on MI-Access meet the criteria MDE has set forth.	01/25/2021

## 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: **Atlanta 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
<b>English Language Arts</b>	0.7	2.3	1.5	-
<b>Mathematics</b>	0.7	2.3	1.5	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0	2.3	1.6	-

### 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	10/29/2019	Shared plan with Special Education staff and ESD Special Education Supervisor. Met with special education staff to review all supporting documents and process to check for understanding.	District Staff
Administration	02/11/2019	This is an ongoing agenda item at monthly administration meetings with ESD Special Education Supervisor	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

Is there other justification to provide?

- Yes  No

## 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	123
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	4
<b>Projected Participation Rate</b>	3.3%

## 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 Staff	Review the process used to determine alternative assessment and the documents used to guide the process.	08/26/2020

## 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: Hillman 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	1.7	1.7	0.9	-
Mathematics	1.7	1.7	0.9	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.1	2.2	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
Admin	01/14/2019	Curriculum and Instruction - CSI Meeting with AMA	ISD Staff
SPED Teachers/ Admin	01/23/2020	Sped Meeting	ISD Staff
ADMIN	02/11/2019	Curriculum and Instruction - CSI Meeting with AMA	ISD Staff
SPED Teachers/ Admin	02/27/2019	Sped Meeting	ISD Staff
SPED Teachers/ Admin	04/24/2019	Sped Meeting	ISD Staff
SPED Teachers/ Admin	05/22/2019	Sped Meeting	ISD Staff
SPED Teachers/ Admin	08/22/2019	Sped Meeting	District Staff
SPED Teachers/ Admin	09/20/2019	Sped Meeting	District Staff
SPED Teachers/ Admin/Gen Ed Teachers	10/25/2019	Staff Training	District Staff
SPED Teachers/ Admin	10/21/2019	Sped Training	District Staff
SPED Teachers/ Admin	12/16/2019	Sped Meeting	ISD Staff
SPED Teachers/ Admin	01/03/2020	Sped Meeting	District Staff
SPED Teachers/ Admin	02/17/2020	Sped meeting	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	235

Total Number of students tested with MI-Access	2
Students in center-based program from outside district	7
<b>Adjusted Total</b>	228
<b>Adjusted Participation Number</b>	0
<b>Adjusted Rate</b>	0%

Is there other justification to provide?

Yes  No

## 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	241
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	2
<b>Projected Participation Rate</b>	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. At least one local development plan must be submitted to proceed.

Audience	Topics and Method of Training	Date
Special Education Teachers	Supporting General Education Teachers with Grading and Assessing Students with Disabilities	04/20/2020

## 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**

*Hillman Community School is a small rural district that test a small population that skews our data.*