



Guidance

1% Justification Forms

**Michigan Department of Education Office of Special Education
March 2024**

Tier 2 and Tier 3 MDE Feedback Guidance

The purpose of this document is to provide additional guidance on what districts are expected to complete when receiving Tier 2 and Tier 3 feedback from MDE within the 1% Justification Forms Activity in Catamaran.

Tier 2 Feedback Guidance

Assigned Task	Guidance
The ISD must work with member districts to ensure students participating in alternate assessments meet the definition of a student with the most significant cognitive disabilities and that the majority of their instruction is rooted in alternate achievement standards.	Should My Student Take the Alternate Assessment? (michigan.gov)
Ensure all staff are trained on the state guidelines for participation in MI-Access.	Should My Student Take the Alternate Assessment? (michigan.gov) Michigan Assessment Interactive Decision Making Tool
Review IEP goals and objectives to see if and how they align to state standards.	Review IEP goals for any student for whom MI-Access is considered.

	<p>Questions to consider:</p> <ol style="list-style-type: none"> 1) Are they aligned with Michigan K-12 standards or Essential Elements/alternate content expectations? 2) Is such alignment supported by present level data? <p>Provide technical assistance to special education staff accordingly.</p>
<p>The following training program must be completed for each staff member Michigan Assessment Selection Guidance Training Program.</p>	<p>Michigan Assessment Selection Guidance Training Program</p>
<p>Review flagged cases including students whose primary disability is not consistent with the definition of a “student with the most significant cognitive disabilities”.</p>	<p>MI-Access is not designed for students with high incidence disabilities, or certain health disabilities (such as those rooted in attention deficits).</p>
<p>Review flagged cases including students who have scored in the “Surpassed the Standards” performance category on MI-Access in at least one content area.</p>	<p>This suggests the student is not only meeting the alternate content expectations but is starting to or already demonstrating skills aligned to the general content expectations. Educators can use MI-Access Performance Level Descriptors (michigan.gov) as a resource to</p>

	conceptualize what this looks like for their students.
For flagged cases, review students’ primary instruction and educational goals for each subject.	MI-Access is not designed for students who receive a majority of instruction in a subject based on general K-12 educational standards.
IEP teams must use the Michigan Assessment Interactive Decision Making Tool .	Michigan Assessment Interactive Decision Making Tool

Tier 3 Feedback Guidance

Assigned Task	Guidance
<p>For all Tier 3 districts, the ISD and district must create and submit a written action plan using the provided Action Plan Template with timelines to address district level actions and review all flagged cases of students taking the alternate assessment to create student level action plans. ALL plans must be approved by the ISD and uploaded by the date shown in the Completion Date column.</p> <p>District will be required to upload evidence of the 2023-2024 Justification Form District Level Action Plan in Catamaran for the 2024-2025 Justification Form Activity.</p>	<p>District Level Action Plan</p> <p>Flagged Student Level Action Plan and Educational Benefit Review</p> <p>Recommended, not required guidance. Developing an Assessment Participation Action Plan: A Tool for District Leaders (NCEO Tool #14) (umn.edu)</p>
<p>The ISD must work with member districts to ensure students participating in alternate assessments meet the definition of a student with the most significant cognitive disabilities.</p>	<p>Should My Student Take the Alternate Assessment? (michigan.gov)</p>

<p>Ensure all staff are trained on the state guidelines for participation in MI-Access.</p>	<p>Should My Student Take the Alternate Assessment? (michigan.gov)</p> <p>Michigan Assessment Interactive Decision Making Tool</p>
<p>Review IEP goals and objectives to see if and how they align to state standards.</p>	<p>Review IEP goals for any student for whom MI-Access is considered.</p> <p>Questions to consider:</p> <ol style="list-style-type: none"> 1) Are they aligned with Michigan K-12 standards or Essential Elements/alternate content expectations? 2) Is such alignment supported by present level data? <p>Include providing technical assistance to special education staff as part of the District Level Action Plan.</p>
<p>The following training program must be completed for each staff member Michigan Assessment Selection Guidance Training Program.</p>	<p>Michigan Assessment Selection Guidance Training Program</p>
<p>Review flagged cases including students whose primary disability is not consistent with the definition of a “student with the most significant cognitive disabilities”.</p>	<p>MI-Access is not designed for students with high incidence disabilities, or certain health</p>

	disabilities (such as those rooted in attention deficits).
Review flagged cases including students who have scored in the “Surpassed the Standards” performance category on MI-Access in at least one content area.	This suggests that the student is not only meeting the alternate content expectations but starting to or already demonstrating skills aligned to the general content expectations. Educators can use MI-Access Performance Level Descriptors (michigan.gov) as a resource to conceptualize what this looks like for their students.
For flagged cases, review students’ primary instruction and educational goals for each subject.	MI-Access is not designed for students who receive a majority of instruction in a subject based on general K-12 educational standards.
IEP teams must use the Michigan Assessment Interactive Decision Making Tool.	Michigan Assessment Interactive Decision Making Tool