

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

## ISD Name: Newaygo County RESA

All intermediate school districts must complete this summary form regarding the percentage of students assessed using Michigan’s alternate assessment (MI-Access). This includes justification forms from member districts/public school academies (PSA) that assessed more than 1% of students in the spring of 2023 using MI-Access.

### Data

Below are the 1% Participation Rates for Newaygo County RESA:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
<b>English Language Arts</b>	3585	50	1.4
<b>Mathematics</b>	3579	45	1.3
<b>Science</b>	1576	20	1.3
<b>Social Studies</b>	1572	19	1.2

Data	Total
Number of member districts/PSAs including the ISD	7
Number of member districts/PSAs including the ISD (only if the ISD runs internal programs) that assessed more than 1% of all students tested in the spring of 2023 using MI-Access (in grades 3-8 and 11)	5

## Technical Assistance and Professional Development

**Tier I:** In the winter of 2023, MDE provided feedback to each ISD, providing recommendations regarding technical assistance or professional development for their constituent districts. ISDs responded to this feedback in a variety of ways and carried out support to districts as appropriate. In the first table below, outline the general technical assistance or professional development provided to **all** districts regarding state assessment decisions or better targeting instruction. Specific or targeted technical assistance provided to a small groups of districts to address specific concerns should not be listed here, but rather in the next section (Tier II/III).

Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
03/03/2023	ISD Director and Monitor reviewed Alternative Assessment Decision making guidance and provided the incongruency list of students taking the alternative assessment provided by MDE with the Special Education Supervisors for each district within the county.

**Tier II/III:** MDE’s response to ISDs in 2023 (based on 2022 data) provided specific recommendations for each LEA, based on their participation rate or other information provided on Justification Forms. Please outline targeted assistance provided (or planned) to member districts following MDE’s recommendation. Please include assistance provided that may have exceeded MDE recommendations.

Member District	Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
Fremont Public School District	03/02/2023	Reviewed and analyzed the incongruency list of 7 students taking the alternative assessment provided by MDE with the Special Education Supervisor. Analyzed the eligibility, PLAAFP statements, and performance on previous state assessments for each student. Then based on the data review made recommendations for any changes for the IEP team to consider.
White Cloud Public Schools	02/22/2023	Reviewed and analyzed the incongruency list of 3 students taking the alternative assessment provided by MDE with the Special Education Supervisor. Analyzed the eligibility, PLAAFP statements, and performance on previous state assessments for each student. Then based on the data review made recommendations for any changes for the IEP team to consider.
Hesperia Community Schools	05/03/2023	Reviewed and analyzed the incongruency list of 3 students taking the alternative assessment provided by MDE with the Special Education Supervisor. Analyzed the eligibility, PLAAFP statements, and performance on previous state assessments for each student. Then based on the data review made recommendations for any changes for the IEP team to consider.

What resources or support does the ISD need from MDE to continue to provide targeted assistance or professional development to member districts on the topic of alternate assessment participation?

*The list of students called the "SP 22 flagged UIC cases" was very helpful to cross reference with our local data. The list came from Jerry Cullum from MDE last year. We were able to create our own spreadsheet to support analysis with each district.*

## **Assurances**

### **Please provide the following assurances.**

The ISD has provided or will provide targeted assistance to member districts/PSAs that have been flagged for disproportionality for participation in the alternate assessment as outlined on the previous page.

Yes    No

Targeted assistance and professional development include an emphasis on member districts/PSAs using the State assessment selection guidance documents and online trainings.

Yes    No

Assessment selection is an IEP Team decision and will not be overridden by administrative or procedural decisions.

Yes    No

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

## Member District: Newaygo County RESA

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

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

## Data

Below are the 1% Participation Rates for Newaygo County RESA:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	3	3	100
Mathematics	3	3	100
Science	1	1	100
Social Studies	NA	NA	NA

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

## Contributing Factors

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

Yes  No

Select the option that applies:

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

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

Yes    No

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

Assessment Data Table	Number
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	3
Total Number of students tested with MI-Access in grades 3-8 and 11.	3
Students from outside the district placed in district’s regional center-based program by IEP team (do not include students who are residents of the district or who have enrolled through school of choice processes).	3
<b>Adjusted Total</b>	0
<b>Adjusted Participation Number</b>	0
<b>Adjusted Rate</b>	0%

Please describe other justification:

*The students attending the NC RESA center-based program at the Education and Activity Center are students with the most significant cognitive disabilities. These students stay in their local districts for the greatest extent possible, and when their significant cognitive disability interferes with their progress toward IEP goals, the IEP team makes LRE decisions and determines that they attend the center-based program. These students require an alternative curriculum to support their significant needs.*

## 2024 Projected Participation Rate

Projected Participation Rate 2023	Number
<b>District’s Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	100%%

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

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

## Local Plan

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

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Administration and ancillary	Presentation on MDE's updated guidance on defining the Most Significant Cognitive Disabilities and how to make the IEP team decision regarding which state assessment students with IEPs.	11/28/2023	Completed
Teachers at the Center-based program	Training to include review of MDE tools on how to make IEP team decisions and select the state assessment appropriate for each student, MDE's "Should my student take the alternative assessment" flow chart review, defining Significant Cognitive Assessment," and determining which level of alternative assessment is appropriate.	01/31/2024	Planned

## Resources and Technical Assistance

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

Yes    No

Please detail the need for additional resources and technical assistance.

*The director or monitor will support the teachers in learning the most up to date information regarding significant Cognitive disabilities and MDE decision making tools for determining which state assessment is appropriate for their students.*

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No



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

## Member District: Fremont Public School District

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

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

## Data

Below are the 1% Participation Rates for Fremont Public School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1051	18	1.7
Mathematics	1050	17	1.6
Science	482	9	1.9
Social Studies	480	9	1.9

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

## Contributing Factors

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

Yes  No

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

Yes  No

Please describe other justification:

*Although the district does not have a regionalized program, the district maintains students with the most significant cognitive impairments for the majority of the time.*

*The district supports its students with a significant cognitive impairment through programming within the grade appropriate buildings. In the high school there is a cross categorical classroom that allows for interaction with neurotypical peers as well as receive the more intense individualized support they may require. The elementary and middle schools support its students with significant cognitive impairments in the least restrictive environment through the resource room programming.*

## 2024 Projected Participation Rate

Projected Participation Rate 2023	Number
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	1.8%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1310
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	21
<b>Projected Participation Rate for 2024</b>	1.6%

## Local Plan

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

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Daisy Brook SE Staff	Review 1% Justification for MiAccess decision making tool. GSM - practice audit and review of pulled IEPs to support determination of significant cognitive impairment decision making with proof of adaptable and functional needs/goals to build on decision making for appropriate state for testing.	10/27/2023	Completed
Daisy Brook SE Staff	1% Justification for MiAccess, review of process and decision making. Reviewing IEP needs/goals are supporting functional goals.	01/26/2024	Planned
Pathfinder SE Staff	Review 1% Justification for MiAccess decision making tool. GSM - practice audit and review of pulled IEPs to support determination of significant cognitive impairment decision making with proof of adaptable and functional needs/goals to build on decision making for appropriate state for testing.	10/23/2023	Completed
FPS All district SE Staff	Countywide Special Education Teacher PD provided by NCRESA Will include alternative testing guidance in this PD.	01/31/2024	Planned
Pathfinder SE Staff	1% Justification for MiAccess, review of process and decision making. Insuring documentation/goals are supported within the IEP.	01/26/2024	Planned
FHS SE Staff	Review 1% Justification for MiAccess decision making tool. GSM - practice audit and review of pulled IEPs to support determination of significant cognitive impairment decision making with proof of adaptable and functional needs/goals to build on decision making for appropriate state for testing.	11/09/2023	Completed
FHS SE Staff	1% Justification process and decision making tools	12/11/2023	Planned
FMS SE Staff	1% Justification process and decision making tools	12/11/2023	Planned
FPS Administrators/Principals	1% Justification presented by NCRESA Monitor and Special Education Director	10/04/2023	Completed

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No

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

## Member District: Hesperia Community Schools

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

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

### Data

Below are the 1% Participation Rates for Hesperia Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	413	7	1.7
Mathematics	414	7	1.7
Science	184	3	1.6
Social Studies	182	3	1.6

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

### Contributing Factors

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

Yes  No

Select the option that applies:

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

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

Yes  No

Please describe other justification:

*Although Hesperia operates resource rooms, several of the rooms provide alternative curriculum for some of the learners, including students with Significant Cognitive disabilities, based on current data and present level information. Since the IEP teams determined that some of these students require an alternative curriculum, MI-ACCESS is more appropriate for some of the students based on the IEP teams decision.*

## 2024 Projected Participation Rate

Projected Participation Rate 2023	Number
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	1.7%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	418
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	9
<b>Projected Participation Rate for 2024</b>	2.2%

## Local Plan

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

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Ancillary Staff & Supervisor	Expectations for alternative and state assessments and the implications of taking an alternative assessment	10/25/2023	Completed
Special Education Teachers	IEP audits and how to determine if a student qualifies to take an alternative assessment	10/16/2023	Completed
Administrators	Administrators were trained on the alternative assessment MDE guidance and 1% justification training - Principal's meeting in November 28	11/28/2023	Completed
Special Education Teachers	Upcoming in-person all county Special Education teacher training	01/31/2024	Planned



## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No

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

## Member District: Newaygo Public School District

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

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

### Data

Below are the 1% Participation Rates for Newaygo Public School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	787	11	1.4
Mathematics	787	11	1.4
Science	344	5	1.5
Social Studies	344	5	1.5

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

### Contributing Factors

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

Yes  No

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

Yes  No

Please describe other justification:

*The district has eleven students taking the M-Access based on eligibility and IEP language. Eleven students take the Mi-Access and the eligibilities include, ASD and MOCI.*

## 2024 Projected Participation Rate

Projected Participation Rate 2023	Number
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	1.4%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1030
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	11
<b>Projected Participation Rate for 2024</b>	1.1%

## Local Plan

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

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Audience	Topics and Method of Training	Date	Planned/Completed
All SPED teachers and Administrators	MDE training on special education	01/16/2023	Completed
All teachers and administrators	All teachers and administrators completed the online training by May 5, 2023 MDE Assessment Selection Guidance Training was completed  Administrators participated in Alternative Assessment update from MDE delivered by ISD Director on November 28, 2023	05/05/2023	Completed

## Resources and Technical Assistance

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

Yes  No

Please detail the need for additional resources and technical assistance.

*Newaygo Public Schools would benefit from having our NCRESA assist in determining which assessment would be most appropriate for the student.*

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No

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

## Member District: White Cloud Public Schools

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

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

### Data

Below are the 1% Participation Rates for White Cloud Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	506	8	1.6
Mathematics	501	4	0.8
Science	198	0	0
Social Studies	198	0	0

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

### Contributing Factors

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

Yes  No

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

Yes  No

Please describe other justification:

*In our White Cloud Public Schools district, we include students with significant cognitive disabilities in our resource room programming, to the extent possible, in order to provide LRE. When we are not able to meet their needs, the next programs we would look at are county collaborative programs where the students are still considered White Cloud Public Schools students.*

## 2024 Projected Participation Rate

Projected Participation Rate 2023	Number
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	1.8%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	514
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	10
<b>Projected Participation Rate for 2024</b>	1.9%

## Local Plan

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

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No



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

Audience	Topics and Method of Training	Date	Planned/Completed
K-12 Special Education Teachers	Alternative Assessment Guidance training in person. Training included MDE Assessment Selection Guidance Training & Should My Student Take the Alternate Assessment. Training provided by the NCRESA Special Education Supervisor	01/16/2023	Completed
Special Education Teachers	Alternative Assessment training will be part of an all county Special Education Teacher PD provided by NCRESA	01/31/2024	Planned
Catamaran Coordinators	1% Justification and Alternative Assessment Training--Virtual with NCRESA Director of Special Education	11/07/2023	Completed
Special Education WCEL Staff and JH/HS Administrators	Sent email and training materials from the Catamaran Coordinators' 1% Justification and Alternative Assessment training	11/08/2023	Completed

## Resources and Technical Assistance

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

Yes  No

Please detail the need for additional resources and technical assistance.

*NCRESA has planned training dates for staff to receive updated training. Building special education teams will meet to review alternative assessment guidance.*

## 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