

Michigan Association of Administrator for Special Education (MAASE)

February 14, 2024

Michigan Department of Education Office of Special Education



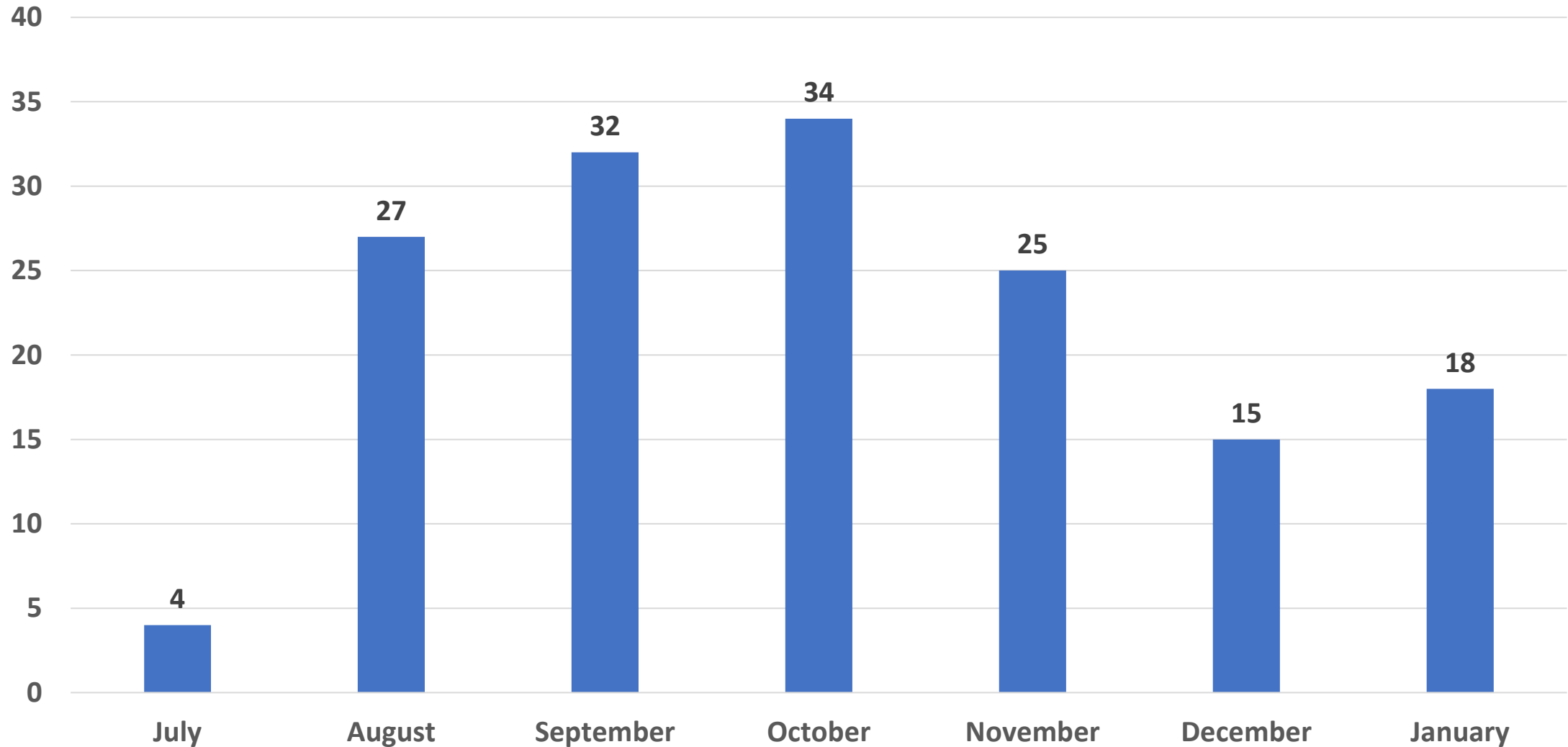
State Complaint Updates & Data



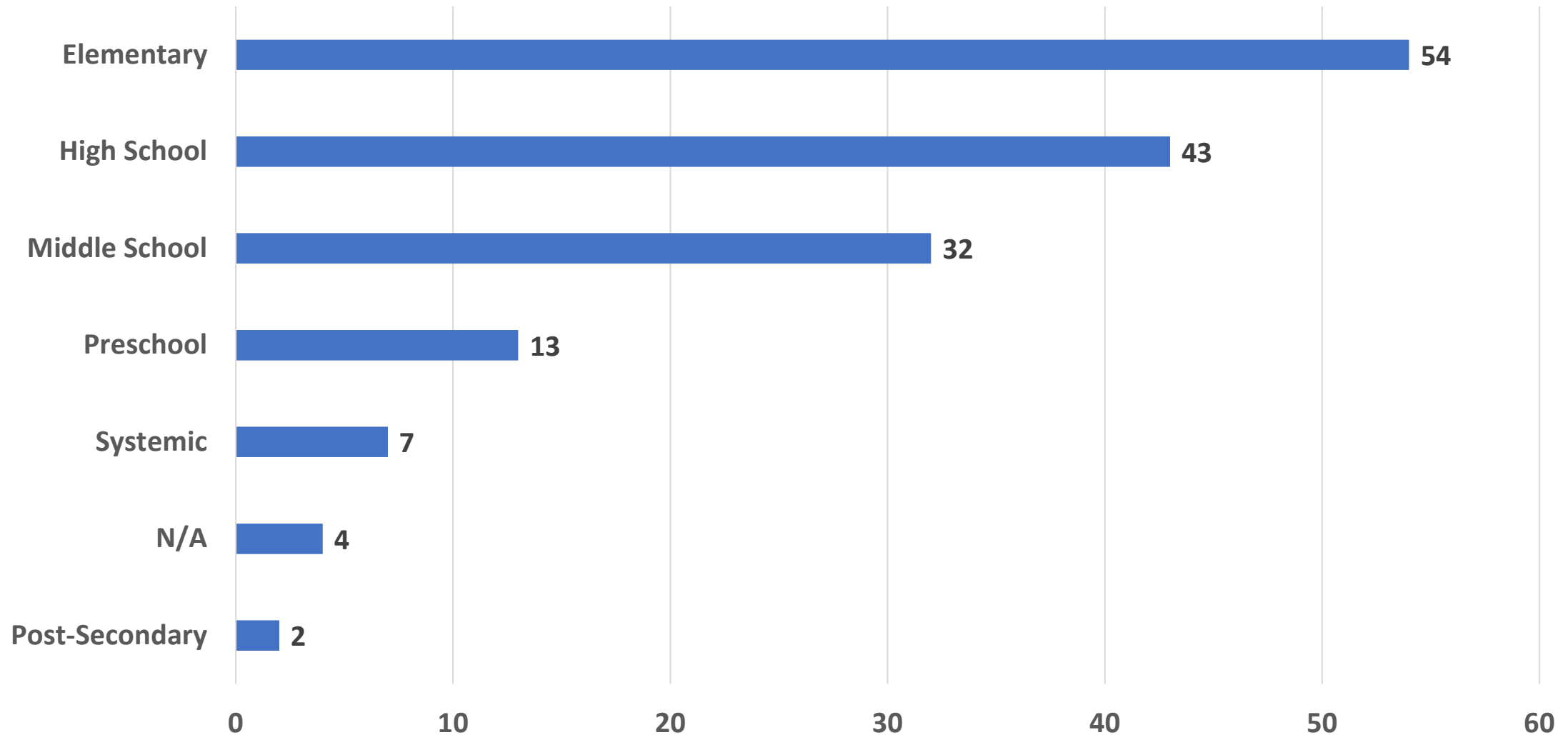
Coming Soon!!!

- Complaint CAPs released TWICE a month!
 - Starting April 2024
 - 1st and 15th

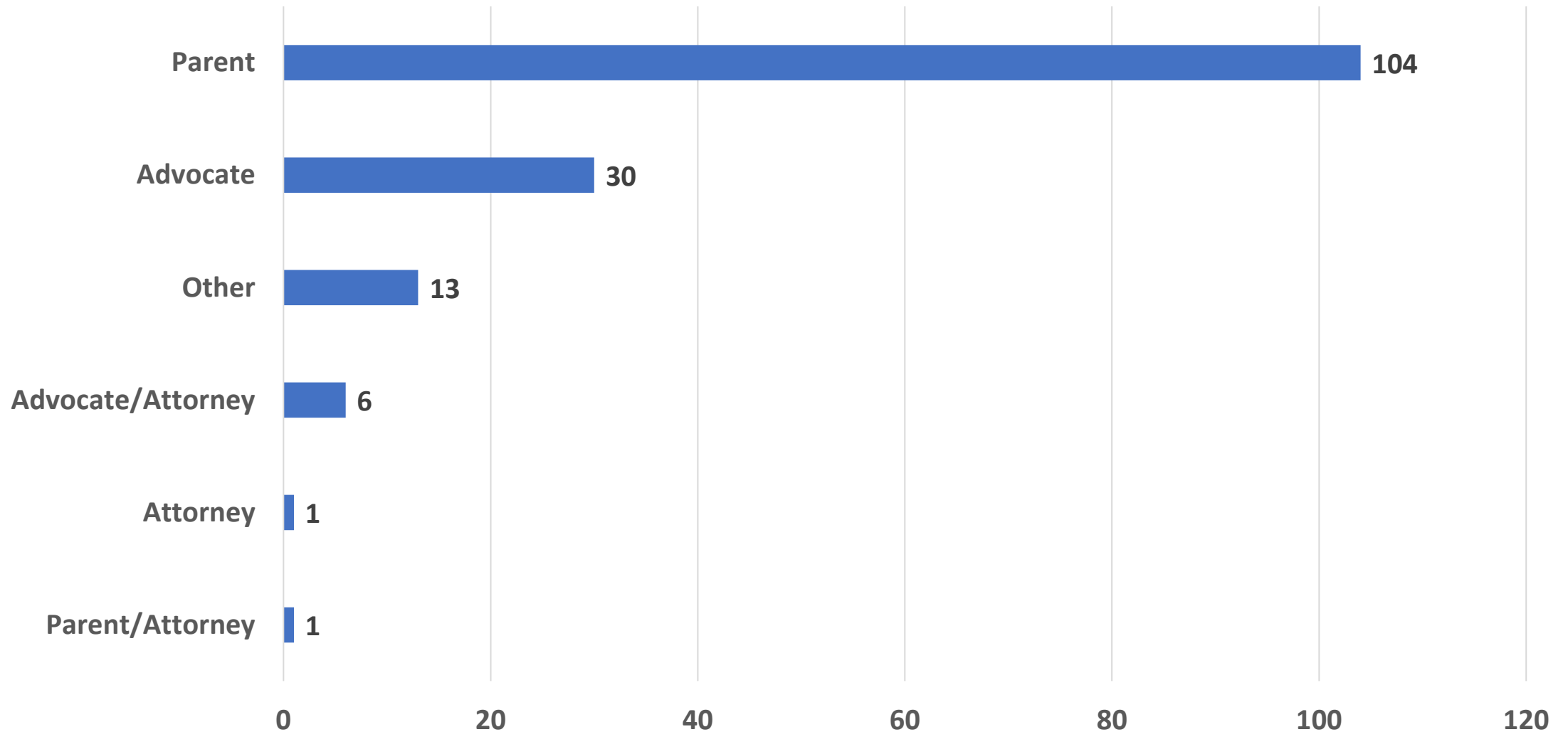
State Complaint By Month



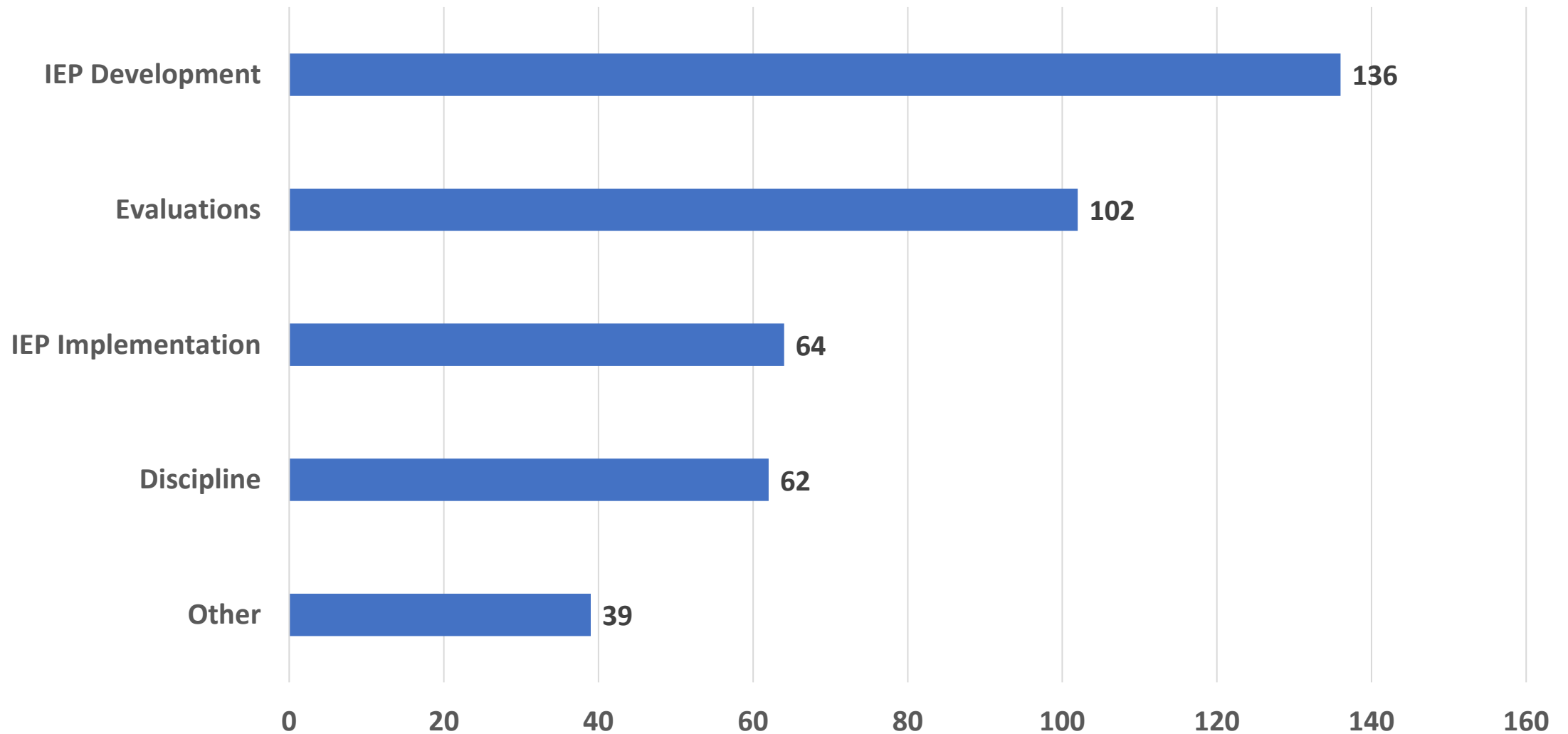
State Complaint By Grade Level



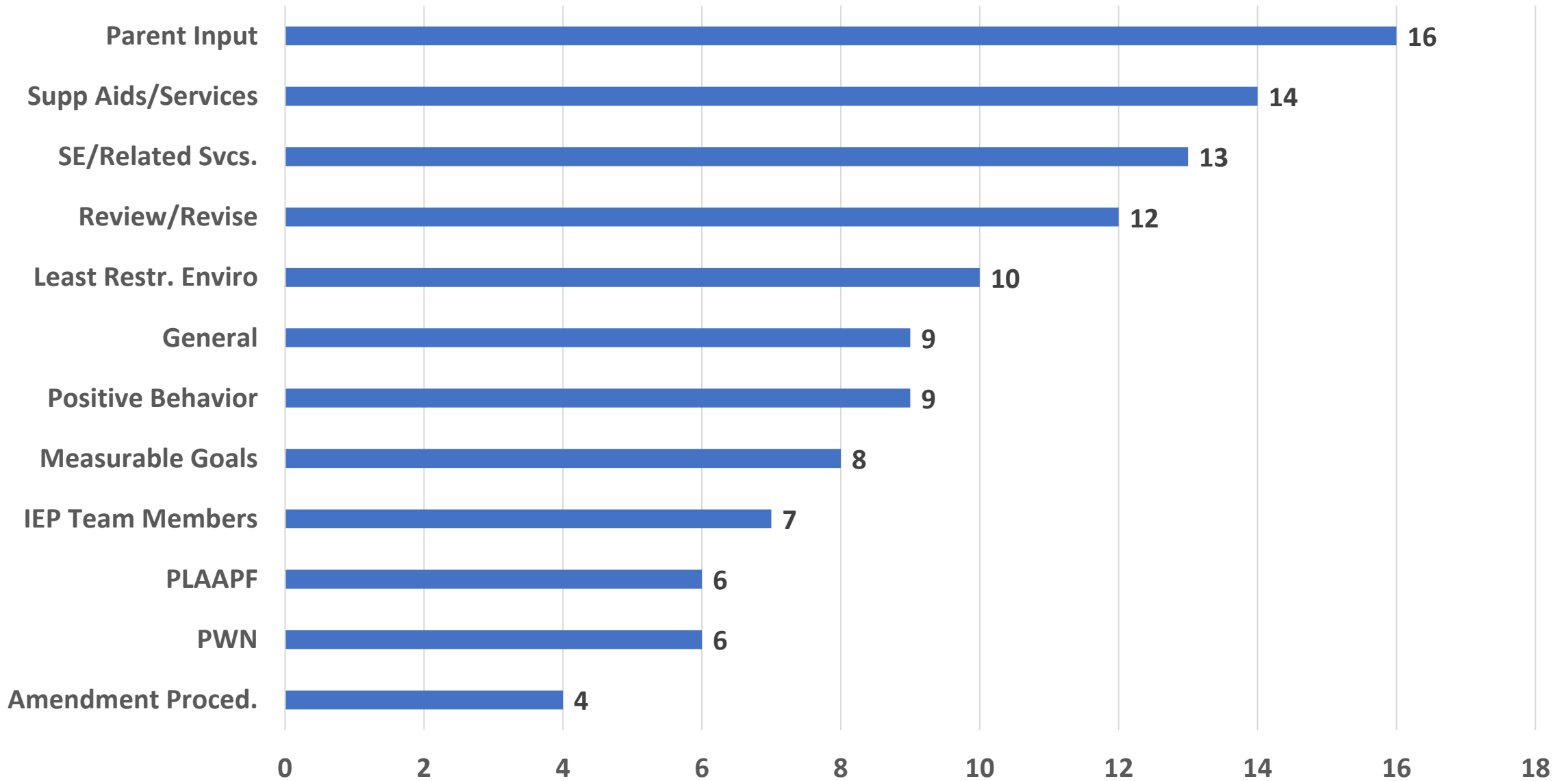
State Complaint Parent-Advocate



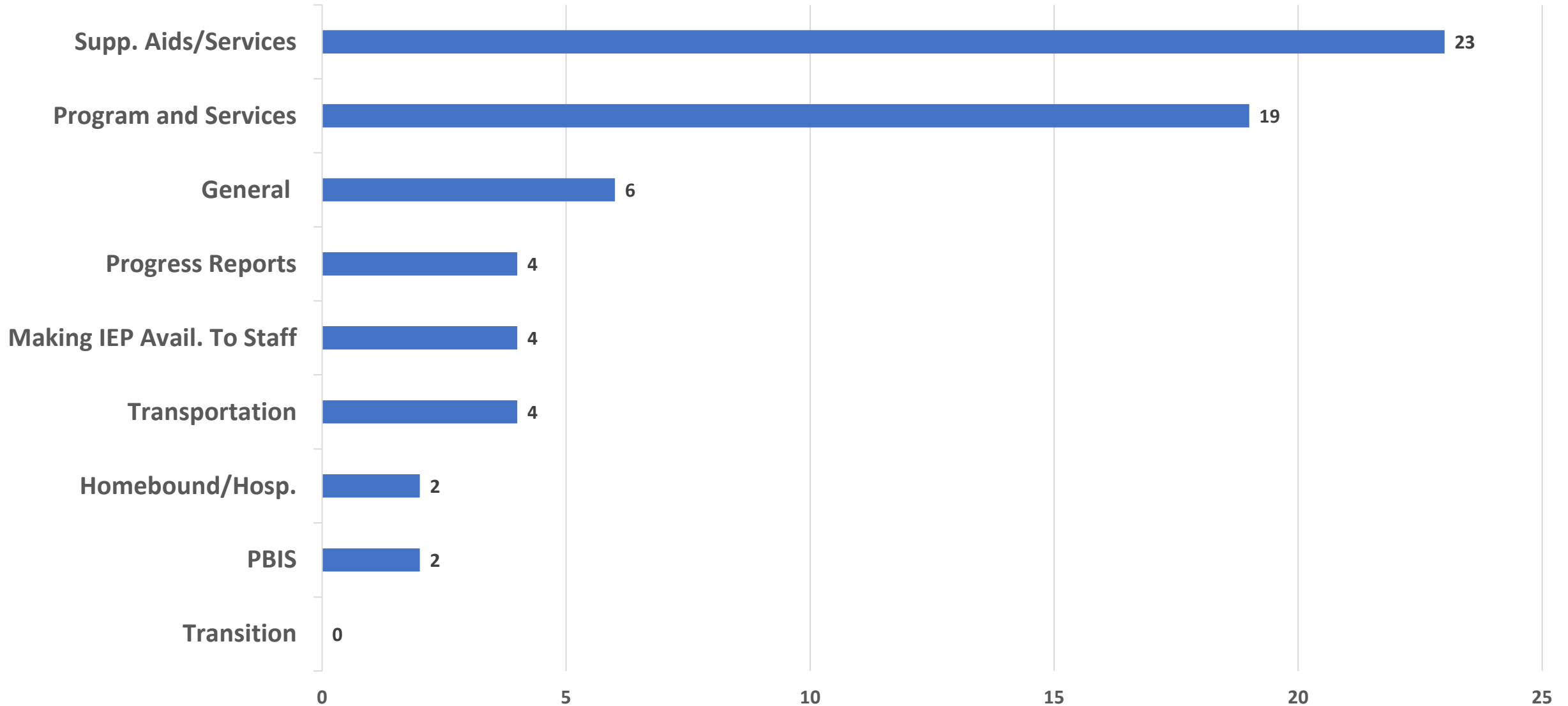
State Complaint By Categories



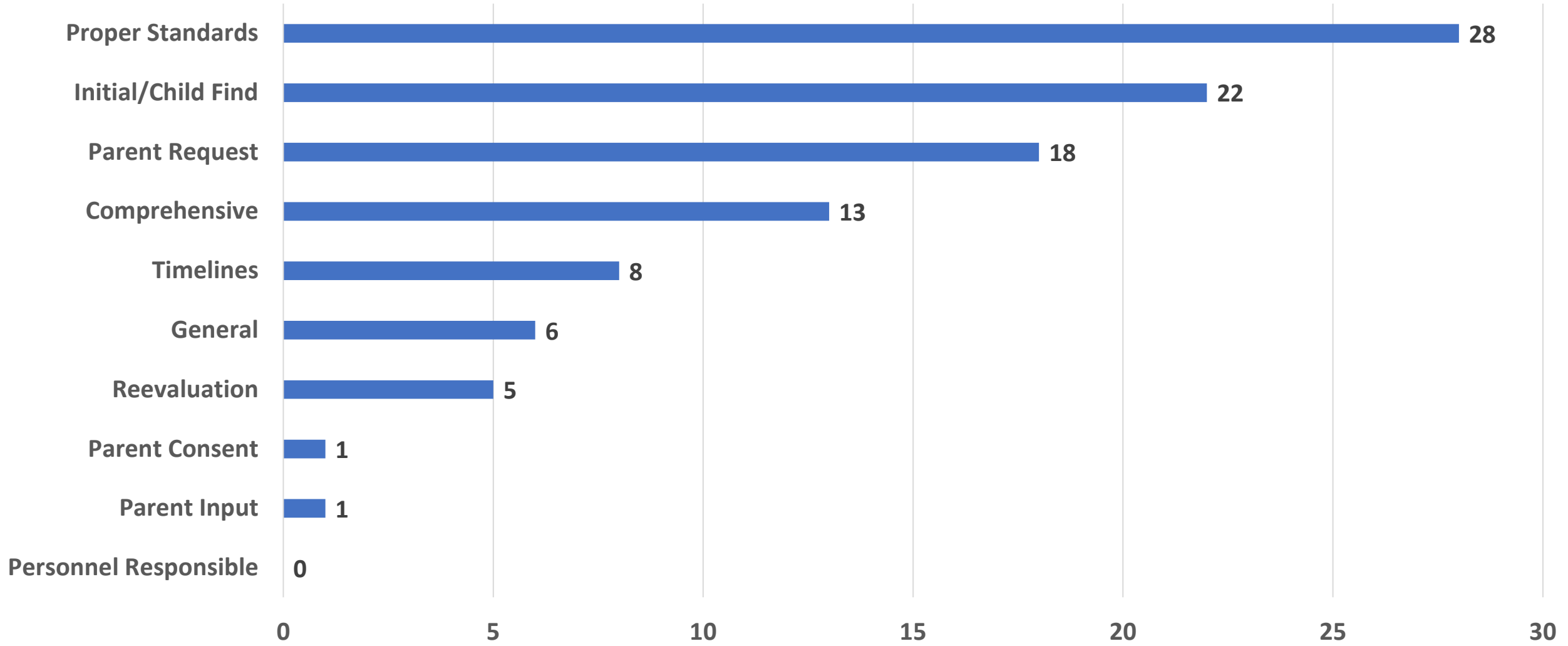
IEP Development



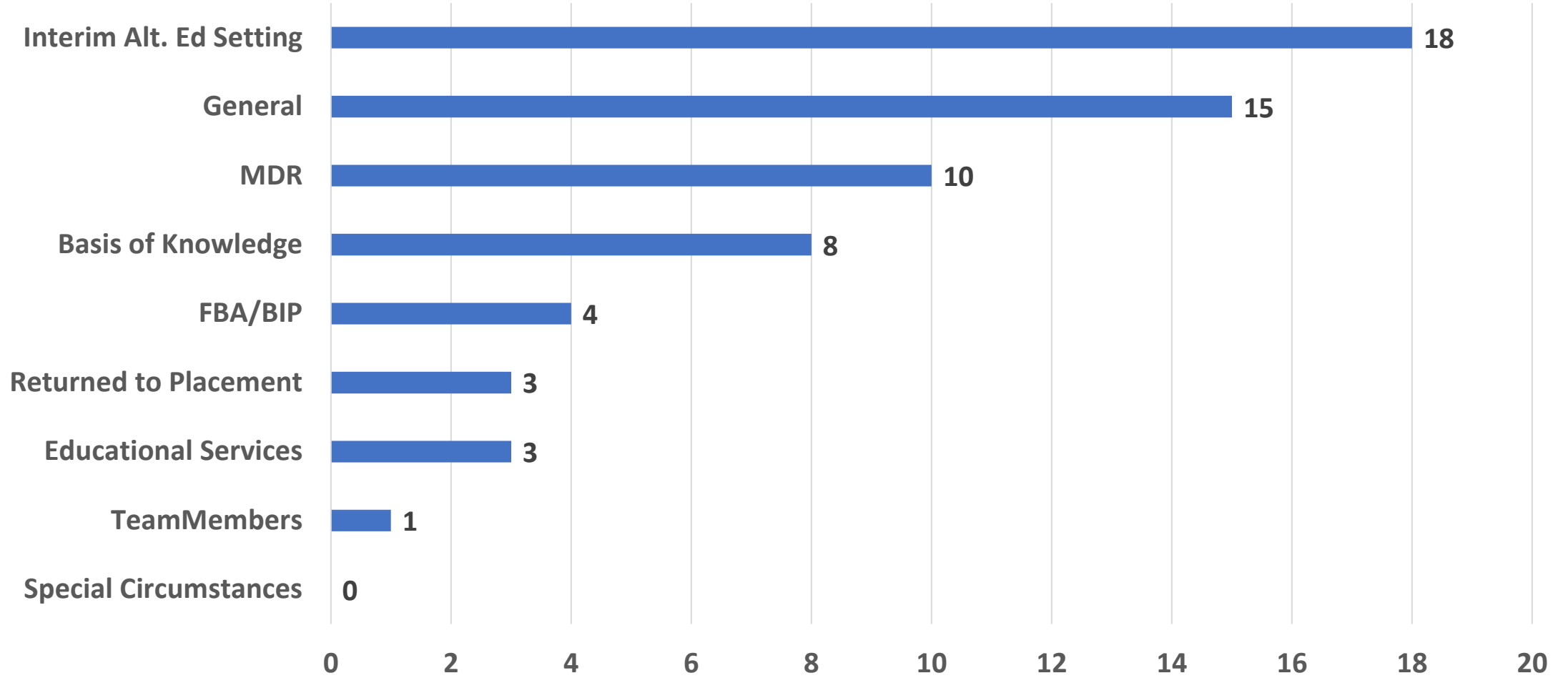
IEP Implementation



Evaluations



Discipline



Catamaran Resources

- [Home - Catamaran Training Site](#)
 - Search
 - IEP Development
 - Evaluation
 - Discipline

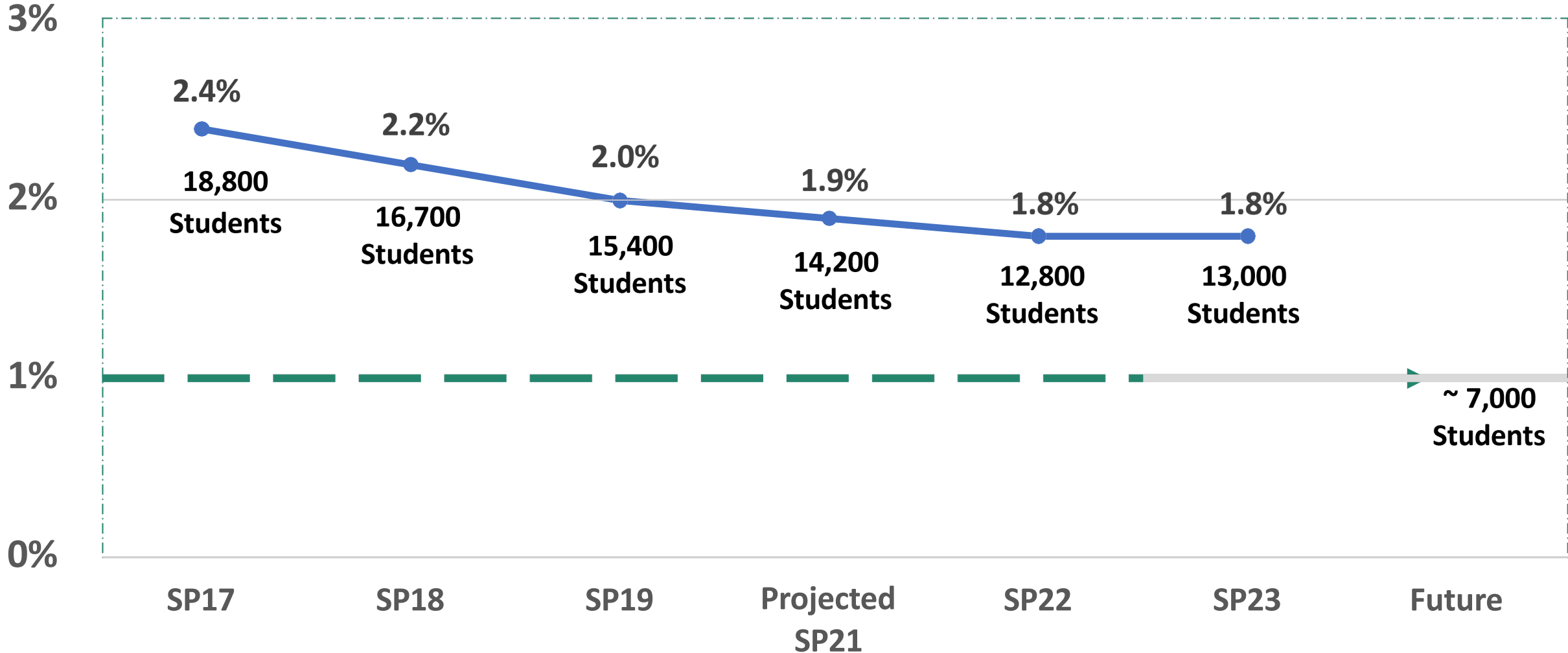
1% for Alternate Assessment

Federal Every Student Succeeds Act (ESSA)

All states must adhere to ESSA requirements, including those about state and district assessments.

- 95% of all students with disabilities must participate in state assessments
- no more than 1% of students with disabilities may participate in the alternate assessment, by subject area, across all grades
- only students with the most significant cognitive disabilities may participate in the alternate assessment

1% Cap: Where Have We Been? Where Are We Headed?



ESSA: The 95% Participation Requirement

- ESSA requires that states assess **95% of all students** and **95% of each subgroup** in every school with federally mandated annual state tests in English and math.
- Michigan did not meet this requirement in 2022, which led to the denial of a waiver extension request in 2023.

Importance of Participating in Assessments

- Gauge learning & provide feedback
- Participation in state assessments is a matter of educational equity
- Balance validity of assessments with equity of access for all students

What Impacts Participation Rates?

- Lack of communication
- Assessment information and misinformation
- Level of understanding about the purpose of the test
- Adult attitudes/perceptions about standardized testing in general, standardized annual state assessments or Smarter Balanced, in particular.
- Concerns about too much testing/loss of instructional time
- Student test anxiety

Administrator Roles in Improving Participation

- Provide staff talking points on purpose of assessment
- Communicate expectations with school staff about modeling a positive attitude
- Establish an orderly testing plan and positive testing environment
- Make state assessment part of the academic culture
 - Employ student voice in this work
 - Collaborate with faculty and celebrate successes with faculty and students before and after testing

ESSA: The 1% CAP Requirement

- The purpose of the requirement is about the right student taking the most appropriate assessment.
- The intent is to ensure, unless a student's disability is significant, all students with disabilities should be participating in the general assessment.



ESSA: The Most Significant Cognitive Disabilities Requirement

- Only those students with the "**most significant cognitive disabilities (MSCD)**"
- Roughly only half of students with a primary disability of Cognitive Impairment, Autism, Traumatic Brain Injury, or Severe Multiple Impairment meet the requirements of a student with the MSCD
- The decision about which students should participate in the alternate assessment is often very difficult

Justification Forms

Additional Actions

The bottom of the slide features a decorative graphic consisting of several overlapping, wavy lines in shades of teal, green, and orange, creating a sense of movement and depth.

2023-2024 Levels of Support

- Tier One = 1.1% - 1.3% or basic disproportionality
- Tier Two = 1.4% - 2.6% or disproportionality with 1.1% - 1.3% overall
- Tier Three = 2.7% and above or disproportionality of 1.4% - 2.6% overall

Additional Action Guidance

- [MDE OSE Tier 2 and Tier 3 Alternate Assessment Guidance \(catamaran.partners\)](#)
- [Alternate-Assessment-Improvement-Action-Plan.docx \(live.com\)](#)
- [Flagged-Student-Action-Form.docx \(live.com\)](#)
- [Flagged Students Educational Benefit Review District Summary \(catamaran.partners\)](#)

Recently Release Guidance

Recently Released

[Initial Evaluation Procedure for Special Education Programs and Services](#)

[Intersection of McKinney Vento Homeless Assistance Act and the Individuals with Disabilities Education Act](#)

2023-24 Monthly Technical Assistance Topic Schedule

- **September 28th, 2023 from 3-4 pm**
 - Finance
- **October 19th, 2023 from 3-4 pm**
 - 1% for Alt. Assessment
- **November 16th, 2023 from 3-4 pm**
 - State Complaints
- **December 7th, 2023 from 1-2 pm**
 - General Supervision
- **January 11th, 2024 from 2-3 pm**
 - Monitoring Materials
- **February 22nd, 2024 from 2-3 pm**
 - Waivers, Deviations & ISD Plans
- **March 28th, 2024 from 3-4 pm**
 - Grant Funded Initiatives Spotlight
- **April 25th, 2024 from 3-4 pm**
 - State Performance Plan/Annual Performance Report (SPP/APR)
- **May 9th, 2024 from 3-4 pm**
 - Significant Disproportionality & Determinations
- **June 13th, 2024 from 3-4 pm**
 - Least Restrictive Environment (LRE) Monitoring

Questions about Special Education?

Contact Us!

Toll Free OSE Information Line

Interpreter Services Available

888-320-8384

Monday – Friday
9:00-4:00

mde-ose@michigan.gov

Call Us!

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